

PUBLIC SAFETY DISPATCHER

# JOB ANALYSIS UPDATE—2011



CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING



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## **Public Safety Dispatcher Job Analysis Update**

2011

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING  
STANDARDS AND EVALUATION BUREAU

POST2010SEB-0405



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## POST Public Safety Dispatcher Job Analysis Update

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California Commission on Peace Officer Standards and Training (POST)

Published July 2011

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# ACKNOWLEDGEMENTS

**T**he public safety dispatcher job analysis update could not have been completed without the cooperation and support of several police and sheriffs' departments and regional communication centers throughout California. POST extends its appreciation to these agencies and to the individuals below who participated in the job analysis update:

**Debra Ballard**, San Diego Police Department

**Dennise Purtle**, San Bernardino County Sheriff's Department

**Jennifer Walters**, South Bay Regional Communications Center

**Dennis Parish**, Alameda County Sheriff's Department

**Laurie Porcari**, Kings County Sheriff's Department

**Marta Chavez**, Hanford Police Department

**Dee Dee Mitchell**, San Mateo County Communication Center

**Kathleen Keller**, San Francisco Department of Emergency Management

**Steven Querry**, Anaheim Police Department

**Erin Renshaw**, Roseville Police Department

**Zina Keeran**, Sebastopol Police Department

**Anne Henry**, Auburn Police Department

In addition, the following individuals were instrumental in conducting the job analysis update and in analyzing the collected information:

**John Berner**, Ph.D., Technical Advisor

**Bill Groome**, Personnel Selection Consultant II, Commission on POST

**Lou Madeira**, Senior Consultant, Commission on POST

**Virginia Tomek**, Training Coordinator, Napa Valley College Criminal Justice Training Center

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## PREFACE

**T**his document contains the job analysis update conducted to identify changes to the public safety dispatcher job. The results may have implications for the minimum statewide selection and training standards established by POST for this position. This report will provide the basis for POST's ongoing efforts to develop and maintain job-related selection procedures and training curriculum for California public safety dispatchers.

**PAUL CAPPITELLI**  
Executive Director

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## EXECUTIVE SUMMARY

Public safety dispatchers play a vital role in the law enforcement/public safety system. Dispatchers are usually the first point of public contact in receiving calls regarding crimes, traffic incidents, medical emergencies, safety hazards, and miscellaneous requests for service. They are responsible for facilitating an appropriate and timely field unit response, monitoring field activity, and providing information that is often critical to the safety of both citizens and public safety field personnel.

In 1989, the Commission on Peace Officer Standards and Training (POST) established entry-level selection and training standards for public safety dispatchers pursuant to Penal Code Section 13510(c). The standards were established by an ad hoc committee with the proviso that a job analysis be conducted to serve as a basis for the development of training curricula and selection procedures.

In 1991, a statewide job analysis was completed and important dispatcher duties and worker requirements were identified. A series of workshops and statewide surveys were conducted involving several hundred dispatchers and supervisors representing over 160 agencies, including police departments, sheriffs' departments, and regional communication centers (Weiner, 1991).

The job analysis identified the core common elements of the dispatcher job as it was performed statewide and defined these in terms of both job elements and job requirements. The job elements consisted of tasks, complaints/incidents, equipment and systems, resource materials, referral/mutual aid agencies, and field communications. The job requirements consisted of knowledges, skills, abilities, and traits.

Starting with the 1991 job analysis, POST used a methodology recognized in the literature for "updating" existing job information that was initially collected from a much larger group (Bobko, Roth, and Buster, 2008). Results of the "update" substantially confirmed the continued job-relatedness of the core job elements and job requirements identified in 1991. Of the original 121 core tasks of the dispatcher job, 1 task was deleted, 10 tasks were added, and 5 tasks were modified, resulting in a total of 130 core tasks. For the remaining 351 core job elements identified in the 1991 job analysis, (i.e., complaints/incidents, equipment and systems, resource materials, referrals/mutual aid and field personnel), 3 elements were deleted, 68 elements were added, and 12 elements were modified.

With respect to the 237 core job requirements identified in the 1991 job analysis, 11 additional knowledges and skills were identified, 10 requirements were modified and none were deleted, resulting in a total of 248 core job requirements. No changes were found in the core abilities and traits required to perform the job.

The results of the update indicate that while the job elements and job requirements that were identified in 1991 are still largely applicable, the core job has become more complex, and thus

more demanding, due largely to technological advances that permit greater and faster access of information, and are seemingly associated with increased expectations on the part of the public.

The results of the job analysis update are being used to revise the Public Safety Dispatcher Basic Course and will be used in the future as part of POST's ongoing efforts to develop and maintain the most up-to-date, job-related, and legally defensible statewide public safety dispatcher selection and training standards.

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# INTRODUCTION

Public safety dispatchers play a vital role in the law enforcement/public safety system. Dispatchers are usually the first point of public contact for various emergency and non-emergency complaints and requests for service, including law enforcement and other related public safety incidents, such as medical emergencies and fires. They are responsible for facilitating a timely field unit response, and often provide information critical to the safety of both citizens and public safety field personnel. Their role is largely one of information processing—obtaining, evaluating and disseminating various types of public safety-related information.

Legislation was enacted in the late 1980s requiring POST to establish statewide minimum standards for the selection and training of public safety dispatchers [[Penal Code Section 13510\(c\)](#)]. In 1991, POST completed a statewide job analysis of entry-level safety dispatchers.

The 1991 analysis was conducted in three phases and involved over 1,000 dispatchers and dispatcher supervisors from more than 200 law enforcement agencies statewide. Phase one consisted of collecting information for six different types of job elements: 1) job tasks, 2) types of incidents handled, 3) types of equipment and systems used, 4) resource materials used, 5) referral/mutual aid agencies contacted, and 6) field personnel with whom dispatchers communicate. Phase two consisted of collecting information regarding the necessary knowledges, skills, abilities and traits to define job requirements. Phase three consisted of identifying which job requirements were necessary to perform each required job task. This information was important to further establish the relationship between the job requirements and the job performed statewide.

The 1991 public safety dispatcher job analysis served POST well by providing information essential for establishing existing dispatcher selection and training standards. However, changes in technology alone called into question the currency and completeness of the 1991 study. With the addition of recent POST strategic plan objectives to update dispatcher selection and training requirements (e.g., [Strategic Plan Objective B.11.08](#), “Review the POST Basic Dispatch Curriculum and Hours”), the need for updated job information became paramount.

POST undertook a job analysis update to capture changes to the job that have occurred since 1991. The approach taken was adopted from that described by Bobko, Roth, and Buster (2008) in conjunction with a consent decree. The approach focuses on identifying significant changes to the job based on a structured format for obtaining information from a much smaller group of subject matter resources.

This report begins with a detailed description of the methods and results of the 1991 job analysis, followed by the details and findings of the job analysis update.

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# REVIEW OF 1991 JOB ANALYSIS

Over a three-year period (beginning in 1989 and completed in 1991), a very thorough statewide dispatcher job analysis was conducted by POST (Weiner, 1991). Numerous workshops and statewide surveys were conducted involving over a thousand dispatchers and supervisors representing over 200 law enforcement agencies, including police departments, sheriffs' departments, and regional communication centers.

The job analysis was completed in three separate phases. Phase one was a job task analysis to identify the tasks performed by dispatchers statewide as well as other core elements of the job (e.g. complaints/incidents, equipment and systems, resource materials, referrals/mutual aid, and field personnel). Phase two was an analysis of job requirements to identify the knowledges, skills, abilities and traits (KSATs) necessary for successful performance of the core work of dispatchers identified in phase one. Phase three was a KSAT linkage analysis where subject matter resources (SMRs) reviewed each KSAT in conjunction with the core work elements to identify each work element (tasks, complaints/incidents, etc.) for which the KSAT was deemed important for successful performance.

The 1991 POST public safety dispatcher job analysis components and executive summary are available in their entirety in pdf format on the POST website at the follow locations:

- [Public Safety Dispatcher Job Analysis: Executive Summary](#) (pdf)
- [Public Safety Dispatcher Job Analysis: Component 1: Job Task Analysis](#) (pdf)
- [Public Safety Dispatcher Job Analysis: Component 2: Analysis of Job Requirements](#) (pdf)
- [Public Safety Dispatcher Job Analysis: Component 3: KSAT Linkage Analysis](#) (pdf)

Below are summaries of the methods and findings of the three job analysis phases.

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## COMPONENT 1. JOB TASK ANALYSIS

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The purpose of the job task analysis was to identify tasks performed by dispatchers statewide and other core elements of the job (e.g., complaints/incidents, equipment and systems, resource materials, referrals/mutual aid, and field personnel).

### Task Analysis Approach

The approach entailed first developing a comprehensive task inventory based on previous material describing job activities performed by public safety dispatchers throughout the state. In designing the task analysis methodology, several factors were taken into consideration, including: 1) the types of job information to be collected, 2) the characteristics of the job information, 3) sources for obtaining job information, and 4) methods and format used in collecting the job information.

## Types of Job Information

**Tasks** – The fundamental unit of analysis for describing dispatcher work was the job task. Tasks were defined in terms of specific statements depicting observable job activities, containing an action verb and an object, method, result, or product. Some example tasks include:

- Receive complaints and requests from the public.
- Determine dispatching priority.
- Advise citizens of actions to take during emergency crime situations.

The statements were written at varying levels of specificity, including general statements to establish whether a type of task is performed (e.g., “Dispatch by radio transmission”), as well as more specific statements to further distinguish the scope of tasks performed (e.g., “Dispatch specialized law enforcement units to calls for service”).

**Supplemental Information** – To further define the work performed by dispatchers, the following supplemental information was collected as part of the task analysis:

- **Complaints/Incidents:** The various complaints, requests for service and incidents that dispatchers are called upon to handle. These items represent the situations and context in which various job tasks are performed.
- **Equipment and Systems:** The communications equipment and radio and telecommunication systems used by dispatchers in performing certain tasks.
- **Resource Materials:** Various manuals, bulletins, legal code books and other written reference materials used by dispatchers in performing certain job tasks.
- **Referral and Mutual Aid Agencies:** The many local, state, and federal agencies dispatchers interact with in performing their job duties.
- **Field Communications:** Personnel and field resources that dispatchers communicate with in performing their job duties (e.g., coordinating unit response, providing incident information, etc.).

## Characteristics of Job Information

Two key characteristics were **frequency** of performance and **importance** of competent performance by dispatchers. These two characteristics were used in the decision process for identifying core tasks and complaints/incidents. Other core work elements (equipment/systems, resource materials, referral/mutual aid agencies, field personnel contacted) were identified solely on the basis of frequency of performance.

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## Sources of Job Information

The primary sources of dispatcher job information were **incumbent dispatchers** and **dispatch supervisors**.

Incumbent dispatchers served as the source of information pertaining to frequency of performance and, where applicable, level-of-involvement for each of the above types of job information (i.e., job tasks, complaints/incidents, equipment and systems, resource materials, referral and mutual aid agencies, and field communications).

Dispatch supervisors provided information regarding the importance of successful performance, entry-level training requirements, and refresher training requirements for dispatcher job tasks and complaints/incidents.

## Study Population

The study population included full-time public safety dispatchers employed by a police department, sheriff's department, or regional communication center, who spend a majority of the time (at least 50%) providing complaint-taking and/or dispatching related services for law enforcement. The population was comprised of 4,434 full-time law enforcement dispatchers who were employed by 362 agencies and supervised by 877 communication supervisors.<sup>1</sup>

## Job Task Surveys

Two job task survey instruments were developed. An **Incumbent Form** was developed to obtain dispatchers' descriptions of their own work, in terms of the frequency with which they perform various tasks, handle various complaints/incidents, use equipment, telecommunication systems and resource materials, and have contact with various agencies and field personnel. The survey also called for dispatchers to describe their typical level of involvement in handling various complaints/incidents and in working with various agencies.

A **Supervisor Form** was developed to obtain supervisors' descriptions of dispatcher responsibilities they oversee, including tasks performed and complaints/incidents handled. The survey called for supervisors to rate these items with respect to (a) importance of competent dispatcher performance, (b) when entry-level training should be provided [classroom vs. on-the-job-training (OJT)], if any, and (c) the need for continuous professional training (CPT), i.e., "refresher training," for tenured dispatchers to maintain job proficiency.

## Rating Scales

Rating scales were used to quantify the job information collected in the two job task surveys (i.e., frequency of performance, level of involvement, importance of competent performance, and the need for entry-level and refresher training).

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<sup>1</sup> A census was taken of all local dispatching agencies (police, sheriffs' and regional communication centers). Approximately 80% of the agencies responded to the census.

**Incumbent Scales** – Two types of rating scales were developed for use by incumbent dispatchers to describe their work. The first was a **“Frequency” scale** wherein dispatchers indicated how often they have performed each task, handled each complaint/incident, used each equipment/system and resource, and interacted with each referral/mutual aid agency and field unit, over a period of several months. The scale values on the 9-point scale ranged from “0” (never performed at this agency) to “8” (performed more than once per day). The “Frequency” scale is shown in [Figure 1](#).

Two **“Level-of-Involvement” scales** were used by incumbents to describe their typical extent of involvement in handling various complaints and incidents, and in interacting with various referral and mutual aid agencies. With respect to complaints and incidents, a 4-point scale was used, ranging from “1” (Receive the call—refer or transfer caller with limited contact) to “4” (Receive the call and dispatch field units). Extent of contact with various referral and mutual aid agencies was to be rated using a 5-point scale, ranging from “1” (Refer or transfer caller—no contact with agency) to “5” (Receive requests from agency for information or assistance, and contact agency to obtain information or assistance). Both versions of the “Level-of-Involvement” scale are shown in [Figure 1](#).

**Supervisor Scales** – Three rating scales were developed for use by dispatch supervisors to describe the work of dispatchers that they supervise. The first, an **“Importance” scale**, was designed for supervisors to rate the importance of competent performance of the tasks and handling of the complaints/incidents by dispatchers in their agencies. A 6-point scale was used, ranging from “1” (Of little importance) to “5” (Critically important). A scale value of “0” was used to indicate that a task or complaint/incident is not part of the job of dispatchers. The “Importance” scale is shown in [Figure 2](#).

The second rating scale, a **“When-Learned” scale** was used to indicate when entry-level training should be provided to new dispatchers to learn to perform each task and handle each complaint/incident. The scale instructed supervisors to consider both training efficiency and safety to the public and field personnel in making these judgments. The “When-Learned” scale is a 4-point scale ranging from “1” (Classroom [basic] training—full preparation before any job assignment) to “3” (On-the-job training—best learned on the job; no prior training required). A scale value of “0” was used to indicate that no formal training is required. The “When-Learned” scale is shown in [Figure 2](#).

The third rating scale, an **“In-Service Training” scale** was used by supervisors to identify the need for continuous in-service (refresher) training for tenured dispatchers to maintain job proficiency in performing each task and handling each complaint/incident. A 3-point scale was used, with values of “1” corresponding to informal training required and “2” corresponding to formal training required. A scale value of “0” was used to indicate that no in-service training is required. The “In-Service Training” scale is shown in [Figure 2](#).



**Figure 1**  
**Incumbent Task Analysis Survey Scales**

FREQUENCY	
<i>How often have you performed this task during the last 4 months, on average?*</i>	
8	More than once per day
7	Daily
6	More than once per week
5	Weekly
4	More than once per month
3	Monthly
2	Less than once per month
1	Not in the last 4 months (but I have performed this task in this communication center)
0	Never in this communication center

  

INVOLVEMENT (Complaints/Incidents)	
<i>How do you routinely handle this complaint/incident?</i>	
1	Refer or transfer caller with limited contact – no dispatching information obtained.
2	Obtain complete dispatching information – refer or transfer caller, as needed.
3	Dispatch/notify field units.
4	Receive the call and dispatch field units.

  

INVOLVEMENT (Referral and Mutual Aid Agencies)	
<i>How do you routinely interact with this agency?</i>	
1	Refer or transfer caller to agency – no contact with agency.
2	Transfer caller to agency – stay on line and provide or obtain information.
3	Contact agency to obtain information or assistance.
4	Receive notifications/requests from agency for information or assistance.
5	Receive requests from agency for information or assistance, and contact agency to obtain information or assistance.

\* Same scale was used for complaints/incidents, equipment and systems, resource materials, referral and mutual aid agencies, and field personnel.

**Figure 2**  
**Supervisor Task Analysis Survey Scales**

IMPORTANCE	
<i>How important is competent performance of this task to the overall job performance of dispatchers in your agency?</i>	
5	Critically important
4	Very important
3	Important
2	Of some importance
1	Of little importance
0	Not part of the job – task not performed by dispatchers in my agency.
WHEN-LEARNED	
<i>When should new dispatchers learn to perform this task, considering both training efficiency and safety to the public and field personnel?</i>	
0	No formal training required – can be performed with little or no instruction.
1	Classroom (basic) training – full preparation is required before initial assignment to any dispatcher duties (on-the-job training is not required).
2	Classroom (basic) training and on-the-job training – some classroom preparation is required before initial assignment to dispatcher duties and on-the-job training.
3	On-the-job training – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required).
IN-SERVICE TRAINING	
<i>Is continuous in-service training (refresher training) required for tenured dispatchers in your agency to maintain job proficiency?</i>	
0	NO, in-service training is not required. On-the-job experience is adequate to maintain job proficiency.
1	YES, best handled by individual agencies through training bulletins or brief in-service meetings (regional training would not be appropriate).
2	YES, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

## Survey Administration

Local agency coordinators administered the surveys to selected participants according to instructions from POST. The job task surveys were distributed by mail to the 178 selected agencies, including 908 of the Incumbent Form and 370 of the Supervisory Form. The surveys were returned to POST between July and September 1989. A total of 682 incumbent surveys and 291 supervisor surveys were returned to POST—return rates of 75% and 79%, respectively. Useable Incumbent Forms totaled 639, representing 160 agencies. Useable Supervisor Forms totaled 258, representing 145 agencies.

## Analysis of Ratings

**Core Work Elements** – The ratings were analyzed to identify the core elements of dispatcher work. That is, tasks and complaints/incidents that are important and performed by dispatchers statewide; equipment/systems and resource materials that are commonly used; and referral/mutual aid agencies and field personnel that dispatchers commonly interact with, in performing their duties. The criteria for identifying core tasks and complaints/incidents were as follows:

- 
1. (a) At least 50% of incumbents perform (rated higher than “0 – Not Performed” on frequency scale) or (b) At least 50% of supervisors rated as part of the job for dispatchers in their agencies (rated higher than “0 – Unimportant” on importance scale)  
*AND*
  2. Mean importance rating of at least “Of some importance” (2.0), based on those supervisors that indicated that the task or complaint/incident is part of the job for dispatchers in their agencies.
- 

The above criteria had to be met for the total survey sample (all respondents combined), as well as within the following subgroups: (a) **Agency Type:** at least 2 of 3 agency types (police, sheriffs’, regional communication centers); (b) **Agency Size:** at least 2 of 3 agency size subgroups (small, less than 10 dispatchers; medium, 10 to 29 dispatchers; and large, 30 or more dispatchers); and (c) **CAD Use:** both CAD and non-CAD agencies. Also, to ensure that the identified core work elements apply to less experienced dispatchers, the following criterion was required to be met: (d) **Tenure:** if performed by at least 50% of those dispatchers with more than 3 years of experience, then must also be performed by at least 25% of those dispatchers with less than 3 years of experience.

“Core” equipment and systems, resource materials, referral and mutual aid agencies, and field personnel were identified based upon a criterion of “at least 50% of incumbents” indicating that they have used the equipment, contacted the agency, etc. The criterion had to be met overall and within the above agency and tenure subgroups.

**Training Requirements** – The core tasks and complaints/incidents were further analyzed to identify items that are suitable for basic training or OJT for entry-level dispatchers, or require continuous professional training (CPT) for tenured dispatchers. Such items were identified using a criterion of “at least 50% of supervisors” rating the item as appropriate for such training. The

criterion had to be met for the total sample of supervisors and within the various agency size, type and CAD subgroups.

Tasks and complaints/incidents that require **full development during basic training** prior to any job assignment were identified as those for which at least 50% of supervisors indicated full development is required. Tasks and complaints/incidents that require **formal CPT**, i.e., formal classroom instruction and assessment of dispatcher performance, were identified using a criterion of 50% of supervisors rating the item as requiring formal training.

## Job Task Analysis Results

A statewide core dispatcher job identified important aspects of the work performed by the majority of dispatchers employed by police departments, sheriffs' departments and regional communication centers of various sizes, both CAD and non-CAD. Relatively little of the work domain was identified as applicable only to certain subgroups of dispatchers. A total of 121 core job tasks were identified. The number of core job tasks grouped by category, or task cluster are shown in Table 1. The other core job elements are shown in Table 2.

**Table 1**  
**Core Job Elements – Tasks (organized by Task Cluster)**

TASK CLUSTER	CORE
Screening complaints and obtaining information	35
Providing information to the public and other agencies	20
Monitoring field units and emergency situations	9
Dispatch personnel and resources	14
Providing information to field units	12
Reporting and recordkeeping	13
Facility operations	15
Training	3
<b>TOTAL</b>	<b>121</b>

**Table 2**  
**Other Core Job Elements**

JOB ELEMENT	CORE
Complaints/Incidents	223
Equipment and Systems	35
Resource Materials	28
Referrals/Mutual Aid	39
Field Personnel	26

## COMPONENT 2. ANALYSIS OF JOB REQUIREMENTS

The purpose of the analysis of job requirements was to identify the knowledges, skills, abilities and traits (KSATs) necessary for successful performance of the core work of dispatchers identified in phase one. Traditionally, job requirements have been identified in terms of the knowledges, skills, abilities, and various other behavioral characteristics (traits) that the worker must possess or develop to successfully perform the job. The operational definitions of these terms used in the 1991 job analysis are shown in Table 3.

**Table 3**  
**KSAT Definitions**

<b>KNOWLEDGE</b> – <i>The understanding of a body of information, which may be drawn upon to perform various functions.</i>	
EXAMPLE	Knowledge of call screening procedures, call priority rules, radio codes and identifiers, and basic elements of a crime
<b>SKILL</b> – <i>A competency to apply techniques and knowledge in the performance of specific tasks, developed through practice and experience.</i>	
EXAMPLE	Typing skills, interviewing skills, report writing skills, radio communication skills, and telephone communication skills
<b>ABILITY</b> – <i>A general, underlying capacity enabling (or limiting) the performance of a wide variety of tasks.</i>	
EXAMPLE	Oral and written comprehension, oral and written expression, memorization, deductive and inductive reasoning, selective attention, hearing ability, auditory attention
<b>TRAIT</b> – <i>A behavioral characteristic, attribute, or enduring pattern of behavior reflected by the manner in which people act under various conditions and circumstances.</i>	
EXAMPLE	Emotional self-control: maintaining composure and refraining from overreacting in stressful situations (e.g., crisis, time pressure, tragedy, multiple simultaneous incidents or interruptions)

### Job Requirements Survey Development

An initial list of KSATs was developed by POST staff based on information obtained from various local agency documents, POST training publications, published research reports and performance assessment literature. A survey instrument was developed to rate the knowledges, skills, abilities and traits necessary for successful performance of the core work of public safety dispatchers identified in [Component 1](#). Three rating scales used in Component 1 of the job analysis were also used in the analysis of dispatcher job requirements. They included “Importance,” “When-Learned,” and “In-Service Training” scales. An additional “Entry-Level Requirement” scale was developed for use in the Component 2 study. The KSATs and rating scales were reviewed by subject matter resources prior to the distribution of the survey instrument. The rating scales and their intended uses are outlined below.

- **“Importance” Scale:** A 6-point scale, ranging from “1” (of little importance) to “5” (critically important), used to rate the overall importance of each KSAT.

The “Importance” scale was analyzed in two ways: 1) the percentage of supervisors rating each KSAT as relevant to the job for dispatchers was computed, dichotomized between “not important” (rated “0”) and “of little importance” or higher (rated “1” or higher); and 2) the mean importance rating was computed to reflect the overall importance of each KSAT. The “Importance” scale is shown in Figure 3.

- **“When-Learned” Scale:** A 4-point scale used to indicate when entry-level training should be provided to new dispatchers to learn or develop each knowledge and skill.

The scale included values of “1” (classroom, or Basic, training indicating full preparation before any job assignment), “2” (combination of classroom and on-the-job training), and “3” (on-the-job training indicating best learned on the job with no prior training required). A scale value of “0” was used to indicate that no formal training is required. Raters were instructed to consider both training efficiency and safety to the public and field personnel in making their judgments. The “When-Learned” scale is also shown in Figure 3.

**Figure 3**  
**Job Requirements Survey Rating Scales – “Importance” and “When-Learned”**

IMPORTANCE	
<i>How important is this KSAT for overall successful job performance for dispatchers in your agency?</i>	
5	Critically important
4	Very important
3	Important
2	Of some importance
1	Of little importance
0	Not important for successful job performance
WHEN-LEARNED (Knowledges and Skills Only)	
<i>When should new dispatchers develop this knowledge/skill, considering both training efficiency and safety to the public and field personnel?</i>	
0	No formal training required.
1	Classroom (Basic) training – Full development required before any job assignment.
2	Combination of classroom (Basic) training and on-the-job training – Some classroom preparation is required before initial assignment to dispatcher duties and formal on-the-job training.
3	On-the-job training – Best developed on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required).

- **“In-Service Training” Scale:** The scale included values of “1” (informal training required) and “2” (formal training required). A scale value of “0” was included to indicate that no in-service training is required. The “In-Service Training” scale is shown in Figure 4.
- **“Entry-level Requirement” Scale:** The scale included values of “1” (indicating “yes,” the ability or trait is necessary before hire) and “0” (not required before hire). The “Entry-Level Requirement” scale is shown in Figure 4.

## Job Requirements Survey Administration

A representative sample of **supervisors** was selected to complete the job requirements survey. Local agency coordinators administered the surveys to selected participants according to instructions from POST. The surveys were administered to 352 supervisors representing 191 agencies and were completed by a total of 267 first-line dispatch supervisors (30% of the statewide supervisor population) representing 155 agencies (43% of the agencies).

**Figure 4**

### Job Requirements Survey Rating Scales – “In-Service Training” and “Entry-Level Requirement”

IN-SERVICE TRAINING (Knowledges and Skills Only)	
<i>Is continuous in-service training (refresher training) required for this knowledge/skill for <b>tenured</b> dispatchers to maintain job proficiency?</i>	
0	<b>NO:</b> In-service training is not required. On-the-job experience is adequate to maintain this job knowledge/ skill.
1	<b>YES:</b> Best handled by individual agencies in bulletins or brief in-service meetings (regional training would not be appropriate).
2	<b>YES:</b> Requires formal classroom instruction and assessment of dispatcher knowledge/skill (by regional centers or local agencies).
ENTRY-LEVEL REQUIREMENT (Abilities and Traits Only)	
<i>Is it necessary that a dispatcher candidate possess this ability/ trait before hire – before initial training or job assignment?</i>	
1	<b>YES: This ability/trait is necessary before hire</b> – development through entry-level training or on-the-job experience would be impractical and/ or unsafe.
0	<b>NO: This ability/trait can be easily acquired after hire</b> – development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

## Analysis of Ratings

**Knowledge and Skill Ratings** – The analysis of knowledge and skill requirements ratings was directed at identifying the statewide core items that are appropriate to be addressed in basic training or on-the-job training (OJT) for entry-level dispatchers, or continuous professional training (CPT) for tenured dispatchers.

**“Core” Knowledges and Skills** – The statewide core knowledges and skills were identified by applying the following decision criteria to the average ratings for each item.

- 
1. **At least 50% of supervisors rated the item as relevant to the job for dispatchers in their agencies (rated “1” or higher on “Importance” scale))**  
*AND*
  2. **Mean importance rating of at least “Of some importance” (2.0), based on those supervisors that indicated that the knowledge or skill is relevant to the job for dispatchers in their agencies.**
- 

The same criteria were also applied to identify knowledges and skills that are suitable for full development in basic training, as well as those items that require formal refresher training.

**Ability and Trait Ratings** – The aim of the analysis of the ability and trait requirements ratings was to identify the most important items for successful entry-level dispatcher performance to guide future selection test development and validation research. The criteria for identifying core abilities and traits were more stringent than those employed for knowledges and skills (a mean importance rating of 3.0 was required). The rationale behind this difference was due to the focus on abilities and traits as assessment dimensions for entry-level selection. Selection procedures need to assess the most critical aspects of job performance, while training traditionally encompasses all aspects of the job, including routine job duties.

The core abilities and traits were further analyzed to identify those that entry-level dispatcher candidates are expected to bring with them to the job. Abilities and traits that were rated by at least 50% of supervisors as necessary for entry-level dispatcher candidates to possess before hire were deemed entry-level requirements.

## Job Requirements Results

The requirements for successful performance of dispatcher work were found to be similar statewide. An expansive common set of requisite KSATs were identified, while very few “group-specific” items were identified. The numbers of core job requirements identified in [Component 2](#) are shown in [Table 4](#).

**Training.** The core knowledges and skills constitute a broad subject matter base that has implications for entry-level training (basic and OJT) and CPT for tenured dispatchers. All core knowledges and skills to be addressed in entry-level training were considered relevant, and the vast



majority were also identified as requiring CPT for tenured dispatchers. Nearly all knowledges and skills were rated suitable for both basic training and OJT, suggesting that the role of basic training, as viewed by supervisors, should be preparatory for subsequent OJT (“field training”) of entry-level dispatchers.

**Table 4**  
**Core Job Requirements**

JOB REQUIREMENT	CORE
Knowledges	132
Skills	63
Abilities	27
Traits	15

The core training knowledges fall within ten general subject matter areas, as follows:

1. Work Environment and Conduct
2. Communication Center Operations
3. Law
4. Complaint-Taking
5. Dissemination of Information
6. Radio Dispatching
7. Law Enforcement Information Systems
8. Public Safety-Related Agencies
9. Communication Center Equipment and Resources
10. Training Methods

The identified core training skills fall within nine general areas, as follows:

1. Vocal
2. Listening
3. Reporting and Recordkeeping
4. Reading
5. Complaint-Taking
6. Dispatching
7. Telecommunication
8. Interpersonal
9. Administrative

**Selection** – A total of 22 cognitive, psycho-motor and sensory-motor abilities were identified as important and necessary for entry-level candidates to possess before hire. **Oral Comprehension** and **Expression**, which are cognitive-verbal abilities, were rated as critical for successful performance. Additional cognitive abilities rated relatively high in importance included Written Comprehension and Time Sharing. Speech and Hearing sensory-motor abilities were also rated relatively high in importance.

Among the 14 traits identified as important and necessary before hire, **Tolerance of Stress** was rated most important, followed by Integrity, Dependability, Emotional Control, Tolerance of Unpleasant Work Environment, Adaptability, Teamwork, Maturity, Productivity, Positive Attitude, Assertiveness, Social Concern, Motivation, and Interpersonal Sensitivity.

The above abilities and traits provided the basis for the subsequent development of current POST statewide entry-level dispatcher selection tests and procedures.

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### COMPONENT 3. KSAT LINKAGE ANALYSIS

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The purpose of the KSAT linkage analysis was to document the relation between the KSATs identified in phase two and the core work elements identified in phase one.

Subject matter resources (SMRs) reviewed each KSAT in conjunction with the core work elements to identify each work element (i.e., tasks, complaints/incidents, equipment and systems, resource materials, referrals/mutual aid, and field personnel) for which the KSAT was deemed important for successful performance. A total of 54 SMRs representing the statewide population of dispatchers with respect to agency type, size and CAD use/non-use.<sup>2</sup> The SMRs were provided training with regard to what constitutes an “important” KSAT and then proceeded to independently record their judgments using a Linkage Rating Form. In determining whether a KSAT is important, SMRs applied the following criterion:

**“The KSAT plays a significant role in the performance of the task (complaint/incident, etc.) and is essential for successful performance. Without the KSAT, successful performance of the task (complaint/incident, etc.) would be impossible, resulting in unsatisfactory job performance.”**

A KSAT was considered to be important for a work element if 50% or more SMRs made the same linkage.

In addition to the Linkage Ratings, SMRs rated each knowledge and skill with respect to the “Level of Knowledge/Skill” that is most appropriate for entry-level dispatchers to develop in basic training, prior to any OJT. The knowledge/skill levels ranged from a low level, such as simple recall of facts or proficiency sufficient to respond correctly in the most basic and routine situations, up to a high level, sufficient to apply knowledge or perform correctly in difficult, complex and new situations.

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<sup>2</sup> The SMRs were divided into subgroups for purposes of completing the linkage review. On average, each KSAT-work element combination was reviewed by 17 SMRs.

The modal knowledge/skill level rating was taken to represent the extent to which each knowledge or skill should be developed in basic training.

### KSAT Linkage Analysis

The KSATs were found to be important for the successful performance of a wide range of dispatcher duties. These results were important from several standpoints. First, the job relevance of the KSATs was identified by job experts as essential for the successful performance of at least one, and typically many core elements of dispatcher work. Training curricula addressing the knowledges and skills identified in the job analysis would be developed with confidence that the subject matter is relevant to important aspects of dispatcher work. Similarly, a foundation was provided for the development and empirical validation of entry-level selection procedures which assess job content-related abilities and traits.

Second, the nature of the KSATs was defined with respect to the context in which each is applied in performing dispatcher work. Thus, in developing training curricula, the various knowledges and skills could be reviewed in conjunction with their associated tasks, complaints/incidents, etc., to identify specific applications of the knowledge/skill to be taught. Likewise, in developing selection procedures, the abilities and traits could be viewed along with their associated tasks in order to ensure that test items were couched in job-related language and situations.

Third, the relative importance of the KSATs is evidenced by the number of linkages with various dispatcher duties. The average number of linkages per KSAT was over 30 and all KSATs were linked to at least one work element. The numbers of linkages, taken into consideration with the importance ratings obtained in Component 2, provided a reasonable index of the overall importance of each KSAT. Such information is useful for both the development of training (e.g., setting priorities and the scope of information to be covered) and selection procedures (e.g., weighting selection dimensions). The level ratings provide a basis for determining the extent to which each knowledge and skill should be developed in basic training.

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# JOB ANALYSIS UPDATE

The job analysis update reexamined the 1991 analysis and identified those job elements and job requirements which had not been identified in the original report or have since been newly determined.

## Literature Review

The purpose of the literature review was to search for currently relevant dispatcher job studies and compare their findings to those identified in 1991. The review uncovered little published information. Three different sources were found: The [Occupational Information Network](#) (O\*NET) is the nation's primary source of occupational information. Central to the network is the O\*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database is continually updated by surveying a broad range of workers from each occupation. A review of the O\*NET dispatcher database found that the job elements and job requirements were similar to the POST 1991 job analysis. However, the O\*NET database includes Police, Fire, and Ambulance Dispatchers for the entire country rather than only California law enforcement dispatchers.

Two other dispatcher job analysis studies were compared to the POST 1991 dispatcher job analysis. [Biddle Consulting Group, Inc.](#) (2001) has completed numerous job analyses in conjunction with the development of pre-employment testing procedures for public safety telecommunicators. Similarly, the [International Public Management Association for Human Resources](#) (IPMA-HR – 1995) conducted job analyses pursuant to the development of their entry-level selection procedures for police, fire, and emergency medical services dispatching. Review of the three job analyses (POST, Biddle & IPMA-HR) revealed a great deal of overlap between dispatcher job elements and job requirements. Areas that were not identified in the POST 1991 job analysis appeared to be largely agency specific (not core) tasks, knowledge, skills, and abilities. Below are examples of IPMA-HR and Biddle Consulting Group job elements and job requirements that are not considered core by the POST job analysis:

- Makes routine announcements such as time, appropriate weather forecast information, and major street closing.
- Monitors prisoner transports to court, hospital, etc.
- Turns on gas pump and records unit and amount used.
- Learns shotgun/weapon usage and the use of deadly force.
- Knows first-aid procedures.
- Knows jurisdiction geography.
- Able to read/understand maps.

## Public Safety Dispatcher Regional Input Meetings

To plan for the job analysis update and gather additional information relevant to other POST strategic plan objectives, a series of meetings were conducted with representatives of the public safety dispatcher community. Four one-day regional meetings involving public safety dispatch professionals were conducted. The purpose of these meetings was to obtain information from communications center managers and supervisors, presenters of the [Public Safety Dispatcher Basic Course](#), in-service trainers, and other personnel or entities involved with the recruitment, selection and training of public safety dispatchers. Input was received from 80 individuals representing 51 law enforcement organizations and 21 presenters of the Public Safety Dispatcher Basic Course. Of the 51 agencies, 12 were sheriff's offices, 31 were police departments, 7 were communication centers, and 1 individual represented the California Highway Patrol. Of the 21 PSD Basic Course presenters, 6 were from sheriffs' offices, 2 were from police departments, 12 were from colleges and 1 was a private presenter. Collectively these individuals represented over 50% of the state's law enforcement communications community. [Appendix 1](#) lists the participants of the four regional input meetings. A wealth of information was collected regarding the following topics:

- Selection Issues
- Changes to the Job
- Basic Training Issues
- CTO Standards
- In-Service Training
- Supervision/Management
- Expressed Field Priorities

The meetings identified changes to the public safety communications job, assessed current and emerging training needs, and explored constituent interests and priorities.

## Job Analysis Update Methodology

Using a recently published methodology for "updating" an existing job analysis by Bobko, Roth, and Buster (2008), POST convened a representative group of 12 SMRs, 4 dispatchers and 8 dispatch training officers/dispatch supervisors, to attend a two-day job analysis update workshop on January 29–30, 2009. The updating procedure was deemed as a reasonable alternative to conducting a full scale job analysis. The SMRs reviewed the 1991 POST job analysis core job elements and job requirements, made revisions where necessary, and provided independent ratings on the revised material using scales similar or identical to the scales used in the 1991 study.

## Selecting the Job Analysis Update Participants

The SMR group consisted of dispatchers, dispatcher communication training officers (CTOs), and first line dispatch supervisors. All participants had to have at least one year of experience in their respective positions. With such small numbers of participants it was extremely important to have

a representative sample of participants from different **types** of agencies (communication center, police department, and sheriff's department), different **size** agencies (small, medium, and large), and different agency **regions** of the state (north, central, and south).

POST staff generated a listing of all agencies participating in the POST dispatcher program and each agency's employed dispatchers. Two files were created—one file of currently employed dispatchers and a second file of currently employed dispatch supervisors. These files provided employee demographic information, training completion dates, and appointment dates. The information was tabulated into groupings necessary for selecting a representative sample for the update workshop. Staff identified agencies that met specific criteria (i.e., agency type, size and region) and chose agencies to contact to request an individual participant. [Table 5](#) and [Table 6](#) provide a comparison of the population of agencies in the POST program (both dispatchers and dispatcher supervisors) and the representation of the participants in the job analysis workshop. A description of the participant's agency type and agency size is shown in [Table 5](#). A description of the participant's gender and ethnicity is shown in [Table 6](#). The job analysis update workshop participants are shown in [Appendix 2](#). The Workshop Participant Background Information form that was completed by the participants is shown in [Appendix 3](#).

## Conduct of the Job Analysis Update Workshop

At the job analysis workshop, participants were first given a thorough overview of the POST 1991 job analysis. It was important to explain to the participants the volume of work products created in the original study and that the goal at this time was to evaluate the continued relevance of the 1991 job analysis and to identify any job elements and job requirements not identified in 1991.

Participants were presented with a list of the items in each core category (e.g., a list of all 121 core tasks) from the 1991 job analysis. Time was provided for participants to *independently* review each of the lists for items considered no longer applicable to the job or applicable with substantive revisions. Also participants were instructed to identify new items for potential addition to each of the lists (e.g., new job tasks). Following the independent review, the group collectively reviewed each of the lists and reached agreement on each item on the list for potential modification, deletion or addition. This process was performed on each list (i.e., tasks, complaints/incidents, equipment and systems, resource materials, referral and mutual aid agencies, field communications, knowledges, skills, abilities, and traits) one at a time. At the conclusion of this process, all potential deletions, modifications and additions were assembled into a questionnaire. A copy of the Job Analysis Questionnaire is presented in [Appendix 4](#).

The workshop participants independently rated each item using the same scales used in the 1991 study. Changes from the 1991 job analysis procedures are discussed below.

**Table 5**

**Comparison of Agency Populations in the POST Program and Participant Representation in the Job Analysis Update Workshop by Agency Type and Size**

Agency Type	Dispatcher Population		Supervisor Population		Workshop Sample	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Police Dept	3,887	64.7%	393	70.9%	6	50.0%
Sheriff's Dept	1,676	27.9%	115	20.8%	4	33.3%
Comm Center	449	7.5%	46	8.3%	2	16.7%
<b>TOTAL</b>	<b>6,012</b>	<b>100.0%</b>	<b>554</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>

  

Agency Size	Dispatcher Population*		Supervisor Population**		Workshop Sample	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Small	3,018	50.2%	165	29.8%	4	33.3%
Medium	1,222	20.3%	232	41.9%	5	41.7%
Large	1,772	29.5%	157	28.3%	3	25.0%
<b>TOTAL</b>	<b>6,012</b>	<b>100.0%</b>	<b>554</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>

\* Small: 1 to 25 dispatchers employed; Medium: 26 to 99 dispatchers employed; Large: 100 or more dispatchers employed.

\*\* Small: 1 to 3 dispatch supervisors employed; Medium: 4 to 9 dispatch supervisors employed; Large: 10 or more dispatch supervisors employed.

## Modifications to Rating Scales Used in 1991 Job Analysis

The procedures used to identify/verify the “core” job differed in several respects from the 1991 study.

- Frequency Ratings:** Whereas dispatchers only provided frequency ratings for tasks, complaints/incidents, equipment, resource materials, referral and mutual aid agencies, and field personnel in 1991, frequency ratings from all participants (dispatchers, CTOs and supervisors) were used in the update study. These ratings are used to identify core tasks, complaints/incidents, etc. — for example, 50% or more say task is performed/incident is handled (i.e., gave a frequency rating of 1 or greater). Frequency scales for the CTOs and supervisors were modified slightly from the original scales to ensure respondents were asked to rate frequency with respect to dispatchers in their agency (and not their own frequency of performance). The original Frequency Scale is shown in [Figure 1](#). The modified scale for the CTOs and supervisors is shown in [Figure 1 – MODIFIED](#).



**Table 6**  
**Comparison of Agency Populations in the POST Program and Participant Representation in the Job Analysis Update Workshop by Gender and Ethnicity**

Gender	Population of Dispatchers		Population of Supervisors		Workshop Sample	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	5,093	84.8%	455	82.0%	10	83.3%
Male	912	15.2%	100	18.0%	2	16.7%
<b>TOTAL</b>	<b>6,005</b>	<b>100.0%</b>	<b>555</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>

  

Ethnicity	Population of Dispatchers		Population of Supervisors		Workshop Sample	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
African American	607	10.2%	60	10.8%	2	16.7%
Filipino	59	1.0%	--	--	--	--
Native American	30	.5%	3	.5%	--	--
Other	81	1.4%	5	.9%	--	--
Pacific Islander	14	.2%	1	.2%	--	--
Hispanic	1,293	21.7%	74	13.3%	1	8.3%
White	3,666	61.6%	392	70.6%	9	75.0%
<b>TOTAL</b>	<b>5,956</b>	<b>100.0%</b>	<b>555</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>

- Level of Involvement Ratings:** Whereas dispatchers only rated level of involvement for referral/mutual aid agencies in 1991, ratings from all participants were collected in the update study. Again the original rating scale was slightly modified for CTOs and supervisors to rate based on involvement of dispatchers in their agency. The original Level of Involvement Scale is shown in [Figure 1](#). The modified scale for the CTOs and supervisors for referral/mutual aid agencies is shown in [Figure 1 – MODIFIED](#).
- Importance Ratings:** Whereas supervisors only provided importance ratings for knowledges and skills in 1991, ratings from all participants were collected in the update. The original scales were slightly modified for use by dispatchers. The original Importance Scale is shown in [Figure 3](#). The modified scale for dispatchers is shown in [Figure 3 – MODIFIED](#).
- When-Learned and In-Service Training Ratings:** Whereas supervisors only provided when-learned and in-service training ratings in 1991, all participants provided these ratings in the update. The original scales were slightly modified for use by dispatchers. The original When-Learned Scale and In-Service Training Scale are shown in [Figure 3](#) and [Figure 4](#). The modified scales are shown in [Figure 3 – MODIFIED](#) and [Figure 4 – MODIFIED](#).

**Figure 1 – MODIFIED**  
**Incumbant Task Analysis Survey Scales**

FREQUENCY SCALE (Task Ratings)	
<i>How often, on average, have dispatchers in your agency performed this task DURING THE LAST 4 MONTHS?</i>	
8	More than once per day
7	Daily
6	More than once per week
5	Weekly
4	More than once per month
3	Monthly
2	Less than once per month
1	Not in the last 4 months (but I have performed this task in this agency)
0	Never at this agency
INVOLVEMENT SCALE (Referrals and Mutual Aid Agencies)	
<i>How do dispatchers in your agency routinely interact with this agency?</i>	
1	Refer or transfer call – no contact with agency
2	Transfer caller to agency – stay on line and provide or obtain information
3	Contact agency to obtain information or assistance
4	Receive notifications/requests from agency for information or assistance
5	Receive requests from agency for information or assistance, and contact agency to obtain information and assistance

- Linkage Ratings:** Whereas dispatchers, supervisors, and managers provided linkage ratings for knowledges, skills, abilities, and traits in 1991, all participants provided these linkage ratings in the update. Further, the linkage ratings made in 1991 were to individual core tasks; the linkages made in the update were to each of 18 duty areas. Participants in the update were asked to make up to three linkages for each knowledge and skill in the update, where no such limit was placed in the 1991 study. An example linkage ratings sheet from the Job Analysis Update Questionnaire is shown in [Figure 5](#).

## Modifications to Decision Rules Used in 1991 Job Analysis

Because fewer individuals participated in the job analysis update, the ratings of incumbents and supervisors were combined. This was not done in the 1991 study. In the 1991 study, additional core criteria required that core values had to be achieved in at least two of three agency-type categories

**Figure 3 – MODIFIED  
Importance Scales**

IMPORTANCE SCALE (Knowledge Rating)	
<i>How important is this knowledge to the overall successful performance of your job duties? How important is this KSAT for overall successful job performance for dispatchers in your agency?</i>	
5	Critically important
4	Very important
3	Important
2	Of some importance
1	Of little importance
0	Not important for successful job performance

  

IMPORTANCE SCALE (Skill Rating)	
<i>How important is this skill to the overall successful job performance of your job duties?</i>	
5	Critically important
4	Very important
3	Important
2	Of some importance
1	Of little importance
0	Not important for successful job performance

(police, sheriff, and independent communication centers), in at least two of three agency-size categories (small, medium, and large), and in both CAD and non-CAD operations. These criteria were not applied to the updated data.

- **Core Tasks:** The decision rule to add, delete, or modify was 50% or more perform the task, and the mean importance rating was “1” or greater.
- **Core Complaints/Incidents:** The decision rule to add, delete, or modify was 50% or more perform the complaints/incidents, and the mean importance rating was “1” or greater.
- **Core Equipment:** The decision rule to add, delete, or modify was 50% or more use the equipment.
- **Core Resource Materials:** The decision rule to add, delete, or modify was 50% or more use of resource materials.
- **Core Referral and Mutual Aid Agencies:** The decision rule to add, delete, or modify was 50% or more use referral and mutual aid agencies.

**Figure 4 – MODIFIED**  
**When-Learned and In-Service Scales**

WHEN-LEARNED (Knowledge)		WHEN-LEARNED (Skill)	
<i>When should new dispatchers develop this knowledge, considering both training efficiency and safety to the public and field personnel?</i>		<i>When should new dispatchers develop this skill, considering both training efficiency and safety to the public and field personnel?</i>	
0	No Formal Training Required	0	No Formal Training Required
1	Classroom (Basic) Training – full development required before any job assignment	1	Classroom (Basic) Training – full development required before any job assignment
2	Combination of Classroom (Basic) Training and On-the-job Training	2	Combination of Classroom (Basic) Training and On-the-job Training
3	On-the-job Training – best developed on the job through formal instruction during initial assignment to job duties (no prior training required)	3	On-the-job Training – best developed on the job through formal instruction during initial assignment to job duties (no prior training required)

  

IN-SERVICE (Knowledge)		IN-SERVICE (Skill)	
<i>Is continuous in-service training (refresher training) required for this knowledge for tenured dispatchers to maintain job proficiency?</i>		<i>Is continuous in-service training (refresher training) required for this skill for tenured dispatchers to maintain job proficiency?</i>	
0	NO, refresher training is not required	0	NO, refresher training is not required
1	YES, best handled by individual agencies in bulletins or brief in-service meetings	1	YES, best handled by individual agencies in bulletins or brief in-service meetings
2	YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies)	2	YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies)

- **Core Field Personnel:** The decision rule to add, delete, or modify was 50% or more communicate with field personnel.
- **Knowledge:** The decision rule to add, delete, or modify was an importance rating of “1” by at least 50% and a mean importance rating of at least “2” among raters who consider the knowledge required for dispatchers.
- **Skills:** The decision rule to add, delete, or modify was an importance rating of “1” by at least 50% and a mean importance rating of at least “2” among raters who consider the skills required for dispatchers.

NOTES:

- 1) Because no changes were identified in the **Abilities and Traits** from the 1991 study, there were no additional ratings collected in the update.
- 2) Due to the small number of participants, ratings were collected from ALL dispatchers, CTOs, and supervisors.

**Figure 5 – SAMPLE PAGE****From KSAT Linkage Rating Questionnaire Completed by Job Analysis Workshop Participants**

Shown below are the major duty areas that make up the dispatcher job. Each duty area consists of a number of “core” job tasks. Please review these duty areas carefully and note that they are labeled A through R.

- A. Receiving Complaints & Requests for Services
- B. Communicating with Difficult Callers
- C. Obtaining Complaint-Dispatching Information
- D. Evaluating and Summarizing Complaint-Dispatching Information
- E. Processing Complaint-Dispatching Information
- F. Advising the Public
- G. Providing Information to the Public & Other Agencies
- H. Monitoring Radio and Emergency Systems
- I. Keeping Track of Field Units and Complaints/Incidents
- J. Dispatching Field Units
- K. Contacting Other Agencies
- L. Providing Information to Field Units
- M. Querying Data Bases
- N. Recordkeeping
- O. Maintaining Resource Materials
- P. Testifying in Court
- Q. Performing Office Duties
- R. Providing Training

Use the below criterion to “link” each of the listed KSATS to a minimum of three duty areas. Record your “linkages” by writing the letters corresponding to the “linked” duty areas in the spaces provided. If a KSAT is not required to perform the dispatcher job in your agency, check (✓) the box to the immediate left of the KSAT and go to the next KSAT. If the KSAT is part of the job, but does not meet the criterion for being “linked” to any job duty, leave the spaces for recording your “linkages” blank.

**Criterion for “linking” KSAT to job duties: The KSAT plays a significant role in the performance of the job duty and is essential for successful performance. Without the KSAT, successful performance of the job duty would be impossible, resulting in unsatisfactory job performance.**

“Linked” Job Duties			KSAT
—	—	—	<input type="checkbox"/> Skill in use keyboards and other input devices
—	—	—	<input type="checkbox"/> Skill in accurately recording names and other personal information, including applying cultural conventions.
—	—	—	<input type="checkbox"/> Skill in reading and understanding electronic messages (CLETS, teletypes, etc.)
—	—	—	<input type="checkbox"/> Skill in communicating using specialized operations terminology (SWAT, Mobile Field Force, etc.)
—	—	—	<input type="checkbox"/> Skill in positively and effectively communicating with coworkers, supervisors, and work teams.
—	—	—	<input type="checkbox"/> Skill in records management using CAD and other database systems.

## Job Analysis Update Results

**Job Tasks** – [Table 7](#) shows the results obtained for the core tasks. As shown in the table, one of the original 121 core tasks was deleted; five were retained but modified; and ten new core tasks were added. The specific tasks deleted, modified, or added are listed below.

### Deleted:

- Change audio tapes.

### Added:

- Receive and handle cellular 9-1-1 calls
- Receive and handle Voice Over IP calls
- Advise citizens regarding crime reporting via internet
- Participate in community outreach efforts (e.g., Neighborhood Watch, Citizen Academy, hospital-based classes, 911 for Kids, etc.)
- Initiate public notification systems (e.g., Reverse 911, Amber Alert)
- Monitor vehicle locating systems (e.g., patrol vehicle tracking systems)
- Establish field perimeters using mapping systems
- Coordinate hand-over/receipt of communications operations to/from allies in the event of system failure
- Maintain radio and phone log recording systems
- Maintain agency training compliance (e.g., CTO, CPT, etc.)

### Modified as shown:

- Record and update status of field units and incidents (~~e.g., on status sheet or incident card~~); Dispatch by ~~voice-initiated~~ radio transmissions ~~and/or car computer systems~~
- Direct and coordinate response of multiple field units (~~from communications center or field location~~)
- ~~Type~~ Input information received verbally
- Monitor ~~and control~~ station/facility security system (e.g., alarms, ~~sally port doors~~, etc.)

The changes to the core tasks are provided in [Table 7](#).

**Other Job Elements** – [Table 8](#) shows the results obtained for the other core job elements (i.e., Complaints/Incidents, Equipment and Systems, Resource Materials, Referrals/Mutual Aid, and Field Personnel) that were deleted, added or modified based on the ratings obtained from the SMRs at the workshop. The specific job elements deleted, modified, or added are listed below.

**Table 7**  
**Changes to Core Tasks**

Task Cluster	1991 Core	Deleted	Added	Modified	2009 Core
Screening complaints and obtaining information	35	0	2	0	37
Providing information to the public and other agencies	20	0	3	0	23
Monitoring field units and emergency situations	9	0	1	1	10
Dispatching personnel and resources	14	0	0	2	14
Providing information to field units	12	0	1	0	13
Reporting and recordkeeping	13	0	0	1	13
Facility operations	15	1	2	1	16
Training	3	0	1	0	4
<b>TOTAL</b>	<b>121</b>	<b>1</b>	<b>10</b>	<b>5</b>	<b>130</b>

**Table 8**  
**Changes to Other Core Job Elements**

Job Element	1991 Core	Deleted	Added	Modified	2009 Core
Complaints/incidents	223	1	16	7	238
Equipment and systems	35	2	12	3	45
Resource materials	28	0	4	1	32
Referrals/mutual aid	39	0	25	1	64
Field personnel	26	0	11	0	37

### Complaints/Incidents

#### Deleted:

- Bribery

#### Added:

- Identity theft
- Offenders' registration issues
- Megan's Law inquiries
- Internet crimes
- Hazardous materials inquiry/incident
- Hazardous materials disposal
- Municipal/county/district ordinance violations
- Health, safety, and environmental complaints (e.g., smoking, off-road vehicles, etc.)

- Search and rescue incidents
- Mass evacuations
- Criminal threats
- Stalking
- Tarasoff threats (e.g., therapist-initiated mandatory reporting)
- Amber Alert
- Wildlife encroachment incidents (mountain lions, bear, raccoons, skunks, coyotes, snakes, sea lions)
- On Star and similar reporting devices

### Modified as shown:

- Confidence games (e.g., Lottery Scam, Jamaican Switch, etc. ~~bunko, pigeon drop, etc.~~)
- ~~Earthquake~~ Natural disasters (e.g., earthquake, landslides, floods, tornado, Tsunami, wildfires, etc.)
- Harassment (in person, internet, text messages, phone, etc.)
- Kidnapping (including parental abduction)
- Livestock theft ~~rustling~~
- Livestock ~~stray~~ incidents (e.g., strays, animals on roadway, etc.)
- Obscene, harassing, or threatening phone calls ~~to the public~~

## Equipment and Systems

### Deleted:

- Typewriter
- Cassette tape recorder

### Added:

- Computer-Based Telephone Systems
- Records Management Systems
- Internet
- Broadcast Television
- Portable Radios
- CD/DVD Equipment
- Electronic Tracking Devices (e.g., 3SI, ETS, PRONET, etc.)
- Vehicle Locating Systems (e.g., LoJack)
- VIN Assist
- PSAP Transfer Equipment
- Vehicle Theft Prevention Technologies (e.g., Bait Cars)
- Card Back-Up Systems



**Modified as shown:**

- ~~Phone Call and Radio Transmission Recorder~~ 24-hour tape recorder; Photocopier/FAX/Scanners
- ~~Tape Call/Radio~~ playback machine

**Resource Materials**
**Added:**

- NATB Manuals
- Internet-Based Resources (e.g., White Pages.com, mapping programs, etc.)
- Premises Maps, Diagrams, and Floor plans
- Restraining Order/Court Order Files

**Modified as Shown:**

- ~~City/County~~ Ordinances

**Referrals/Mutual Aid**
**Added:**

- Military Bases
- Court Systems
- Adult Protective Services
- State/National Parks
- County Civil Divisions
- Wildlife Rescue
- California Emergency Management Agency (CEMA)
- Airport Security Agencies
- Department of Fish and Game
- Lifeguard Agencies/Harbor Patrols
- ~~California State~~ Department of Corrections and Rehabilitation
- Immigration and Customs Enforcement (ICE)
- Coast Guard
- Railroads
- DOJ
- U.S. Marshals
- Transit Agencies
- Drug Enforcement Administration
- Alcoholic Beverage Control (ABC)
- Bomb Squads

- ATFE
- Chaplaincy
- NTSB/FAA
- Crime-Specific Task Forces
- Media

**Modified as Shown:**

- Humane Society/SPCA

**Field Personnel**

**Added:**

- Cadets
- Mental Health Personnel
- Mounted Posse
- Volunteers
- School Police and Security Personnel
- Crisis Intervention Team
- Civil Units
- Social Service Agencies
- Code Compliance Officers
- School Officials
- Search and Rescue

The changes to the other core job elements are provided in Table 8.

**Job Requirements** – Table 9 below shows the results obtained for the core job requirements (i.e., knowledges, skills, abilities, & traits) that were deleted, added or modified based on the ratings obtained from the SMRs at the workshop. The specific job requirements deleted, modified, or added are listed below.

**Table 9**  
**Changes to Core Job Requirements**

Job Requirement	1991 Core	Deleted	Added	Modified	2009 Core
Knowledge	132	0	8	5	140
Skills	63	0	3	5	66
Abilities	27	0	0	0	27
Traits	15	0	0	0	15

## Knowledges

### Added:

- Knowledge of Basic Employee Rights
- Knowledge of Local Area Geography
- Knowledge of basic principles and procedures for effective teamwork within a Communications Center
- Knowledge of Basic Safety Rules, Regulations, and Procedures
- Knowledge of Emergency Operations Plan
- Knowledge of the National Incident Management System (NIMS), the California Standardized Emergency Management System (SEMS), and the Incident Command System (ICS)
- Knowledge of general procedures and activation criteria for Local Emergency Operations Centers
- Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VOIP, etc.)

### Modified as Shown:

- Knowledge of acceptable professional behavior and language (e.g., conduct, self-discipline, sexual harassment issues)
- Knowledge of the legal requirements for responding to both landline and cellular 9-1-1 calls; Knowledge of procedures for recognizing and communicating with callers using contemporary street language (e.g., slang, drug terms, etc.)
- Knowledge of procedures and requirements for notifying California agencies and/or the public regarding of an emergency or need for service (e.g., Amber Alert)
- Knowledge of the functions and operations of dispatching and computer support equipment (e.g., radio console and controls, rebooting the system, etc.)

## Skills

### Added:

- Skill in using keyboards and other input devices;
- Skill in accurately recording names and other personal information including cultural conventions;
- Skill in communicating using specialized operations terminology (SWAT, Mobile Field Force, etc.).

### Modified as Shown:

- Skill in accurately completing forms and reports
- Skill in summarizing incidents in writing using appropriate language, spelling, and agency-specific abbreviations

- Skill in reading and understanding electronic ~~teletype~~ messages (e.g., CLETS, ~~teletypes~~, etc.); Skill in ~~positively and effectively~~ communicating with coworkers, supervisors, and work teams ~~associates~~
- Skill in records management using CAD ~~and other database systems equipment~~.

The changes to the core job requirements are provided in [Table 9](#).

All core job elements (i.e., tasks, complaints/incidents, equipment and systems, resource materials, referral/mutual aid agencies, and field communications) and job requirements (i.e., knowledges, skills, abilities, and traits) are shown in [Appendix 5](#).

### Summary of Results

**Job Tasks** – The core job task changes consisting of one deletion, five modifications, and an additional ten new tasks were identified resulting in a total of 130 core job tasks.

#### Other Job Elements

- **Complaints/Incidents:** Core changes consisting of 1 deletion, 7 modifications, and 16 new entries were identified. Total entries = 238
- **Equipment and Systems:** Core changes consisting of 2 deletions, 3 modifications, and 12 new entries were identified. Total entries = 45
- **Resource Materials:** Core changes consisting of 0 deletions, 1 modification, and 4 new entries were identified. Total entries = 32
- **Referrals/Mutual Aid:** Core changes consisting of 0 deletions, 1 modification, and 25 new entries were identified. Total entries = 64
- **Field Personnel:** Core changes consisting of 0 deletions, 0 modifications, and 11 new entries were identified resulting in a total of 37 core Field Personnel entries.

#### Job Requirements

- **Knowledge:** Core changes consisting of 0 deletions, 5 modifications, and 8 new entries were identified. Total entries = 140
- **Skills:** Core changes consisting of 0 deletions, 5 modifications, and 3 new entries were identified. Total entries = 66
- **Abilities:** There were no changes. Total entries = 27
- **Traits:** There were no changes. Total entries = 15

## CONCLUSIONS

Based on the results, the core job of dispatching has remained relatively stable over time. The updated changes to the job elements and job requirements consisted of very few deletions, some modifications, and some additions primarily in the dispatching job elements. The core job of dispatching has become more complex, and thus more demanding, due largely to technological advances that permit greater and faster access and communication of information, and are seemingly associated with increased expectations on the part of the public. There remains strong evidence to support statewide standards for the selection and training of entry-level dispatchers.

The results of the job analysis update substantiate the appropriateness of the continued use of the POST Entry-Level Dispatcher Test Battery as a selection standard. This finding is based on the fact that all the original abilities and traits were retained with no modifications or additions. The results of the study will serve as a foundation for the continued development of job-related selection procedures and training curricula for California's public safety dispatchers.

Other job elements have also increased in the numbers of types of complaints/incidents, equipment and systems, resource materials, referrals/mutual aid, and field personnel. There has been a slight increase in knowledge and skills necessary to perform the core dispatcher job. These increases in job elements and job requirements will be used to revise the Public Safety Dispatcher Basic Course and will be used in the future as part of POST's ongoing efforts to develop and maintain the most up-to-date, job-related, and legally defensible statewide public safety dispatcher selection and training standards.

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# APPENDICES

1	Regional Input Meeting Participants (Meetings 1 – 4) . . . . .	<a href="#">A.1</a>
2	Job Analysis Update Committee Participants . . . . .	<a href="#">A.5</a>
3	Job Analysis Update Workshop FORM: Workshop Participant Background Information . . . . .	<a href="#">A.7</a>
4	Public Safety Dispatcher Job Analysis Update Workshop – Job Analysis Questionnaire . . . . . FORM: Workshop Participant . . . . . FORM: Questionnaire (Sections I – XVII) . . . . .	<a href="#">A.9</a> <a href="#">A.11</a> <a href="#">A.12</a>
5	POST Dispatcher Job Elements and Job Requirements . . . . .	<a href="#">A.51</a>

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# REGIONAL INPUT MEETING PARTICIPANTS

## Meeting No. 1

November 12, 2008 • Redondo Beach City Library Facility

*In order by agency:*

Shelley McKerren	Anaheim Police Department
Judie Houston	Fresno Police Department
Gloria Lopez	Hanford Police Department
Virginia Tomek	Napa Valley College CJTC
Wendy Koudelka	Newport Beach Police Department
Kevin Willett	Public Safety Training Consultants (PSTC)
Ed Randomsky	Redondo Beach Police Department
Carl Rader	San Diego Police Department
Rhonda Durian	San Luis Obispo County Sheriff's Department
Kerri Rosenblum	San Luis Obispo Police Department
Lisa Mathiasen	Santa Barbara County Sheriff's Department
Pennye Sasaki-Benda	Santa Barbara County Sheriff's Department
Bonnie Agee	South Bay Regional Communications Dispatch Center
Fred Johnson	State Center Regional Training Center (Fresno)
Rosanna McKinney	State Center Regional Training Center (Fresno)
Danita L. Crombach	Ventura County Sheriff's Department
Michelle Baylis	Ventura County Sheriff's Department
Kristen Berry	WEST-COMM
Lindsay Lenart	WEST-COMM

*continues*

## Meeting No. 2

November 14, 2008 • Folsom Police Department

*In order by agency:*

Dee Dee Teel	California Highway Patrol
Susan Grossen	California Highway Patrol
Sandy Maraviov	Citrus Heights Police Department
Lynn Bowler	Elk Grove Police Department
Dee Dee Wilson	Eureka Police Department & College of the Redwoods
Susanne Rivera	Folsom Police Department
Donna Nelson	Kingsburg Police Department
Olivia Madrigal	Monterey Co. Emergency Communication Center
Jennifer Cupak	Monterey Co. Emergency Communication Center
Virginia Tomek	Napa Valley College CJTC
Jane Jimenez	Placer County Sheriff's Department
Terri Mazzanti	Rohnert Park Public Safety
Sandy Bumpus	Roseville Police Department
Michael Goold	Sacramento County Sheriff's Department
Kathy Baker-Bradshaw	Sacramento County Sheriff's Department
Debroha Kriske	Sacramento Police Department
Katie Braverman	Sacramento Police Department
Jackie Dowden	Sacramento Police Department
Kathy Warr	Santa Rosa Police Department
Steve Peach	Shasta Area Safety Communication Agency
Joy Willis	Shasta Area Safety Communication Agency
Christel Cash	Ukiah Police Department
Molly Scott	Yolo Emergency Communications Agency

### Meeting No. 3

November 18, 2008 • Ontario Police Department

*In order by agency:*

<b>Craig Hendricks</b>	Allan Hancock College
<b>Heather Peltz</b>	California Highway Patrol
<b>Debbie Konstantakos</b>	Chino Police Department
<b>Marie Brouwers</b>	Glendale Police Department
<b>Marilu Canas</b>	Huntington Beach Police Department
<b>Elizabeth Backstrom</b>	Huntington Beach Police Department
<b>Art Rodriguez</b>	Los Angeles County Sheriff's Department Communication Center
<b>Lori Ueda</b>	Los Angeles County Sheriff's Department Communication Center
<b>Anthony Moreno</b>	Los Angeles Police Department Communications Division
<b>Rosalia Mendoza</b>	Los Angeles Police Department Communications Division
<b>Diana Wendt</b>	Monterey Park Police Department
<b>Janet Nakamura</b>	Monterey Park Police Department
<b>Edith Klein</b>	Ontario Police Department
<b>Janet Dorsett</b>	Ontario Police Department
<b>Danah Palmer</b>	Oxnard Police Department
<b>Kathy Russ</b>	Pasadena Police Department
<b>Margie Gemende</b>	Riverside County SD Desert Communications Center
<b>Ron Dunn</b>	San Bernardino County SD Desert Control Center
<b>Cyndee Freeman</b>	San Bernardino County SD Valley Control Center
<b>Sally Christian</b>	San Bernardino Sheriff's Department
<b>Geoff Weiss</b>	San Diego County Sheriff's Department
<b>Melissa Hernandez</b>	San Diego County Sheriff's Department
<b>Jeff Hebert</b>	San Diego County Sheriff's Department
<b>Suzette Caddell</b>	Santa Ana Police Department

*continues*

## Meeting No. 4

November 20, 2008 • Alameda County Office of Emergency Services & Homeland Security

### *In order by agency:*

Allena Wiggins	Alameda County Sheriff's Department
Dionne Cola	Alameda County Sheriff's Department
Sheri Marshall	Chico Police Department
Brian Kalinowski	Contra Costa County Sheriff's Department
Jaime D. Young	County of San Mateo
John Dolan	Foster City Police Department
Desiderio Calzada	Hayward Police Department
Rachel Ortiz	Kings County Sheriff's Department
Laurie Porcari	Kings County Sheriff's Department
Virginia Tomek	Napa Valley College Criminal Justice Training Center
Ametrius Sidney	Oakland Police Department
Jackie Simon	Pleasanton Police Department
Debra McGlynn	San Mateo County Office of Public Safety Communications
Natasha Claire-Espino	San Mateo County Office of Public Safety Communications
Anna Sop	San Francisco Department of Emergency Management Division of Emergency Communications
Vicki Colla	South Bay Regional Public Safety Training Consortium
Melissa Murray	Stockton Police Department

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## APPENDIX 2

# JOB ANALYSIS UPDATE COMMITTEE PARTICIPANTS

*In order by agency:*

<b>Dennis Parish</b>	<i>Dispatcher</i> Alameda County Sheriff's Department
<b>Steven Querry</b>	<i>Dispatcher</i> Anaheim Police Department
<b>Anne Henry</b>	<i>Communications Training Officer – Leadperson</i> Auburn Police Department
<b>Marta Chavez (Nunez)</b>	<i>Supervisor</i> Handford Police Department
<b>Laurie Porcari</b>	<i>Communications Training Officer</i> Kings County Sheriff's Department
<b>Erin Renshaw</b>	<i>Dispatcher</i> Roseville Police Department
<b>Dennise Purtle</b>	<i>Supervisor</i> San Bernardino County Sheriff's Department
<b>Debra Ballard</b>	<i>Supervisor</i> San Diego Police Department
<b>Kathleen Keller</b>	<i>Communications Training Officer</i> San Francisco Department of Emergency Managment
<b>Dee Dee Mitchell</b>	<i>Dispatcher</i> San Mateo County Communications Center
<b>Zina Keeran</b>	<i>Communications Training Officer</i> Sebastopol Police Department
<b>Jennifer Walters</b>	<i>Supervisor</i> South Bay Regional Communications Center

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## JOB ANALYSIS UPDATE WORKSHOP – JANUARY 29–30, 2009

# PARTICIPANT BACKGROUND INFORMATION

The following information is needed to document the qualifications of workshop participants. Except for your name and employing agency, POST will maintain the confidentiality of all other information collected from you during this workshop, including all other requested background information.

Date: \_\_\_\_\_

Your name: \_\_\_\_\_

Name of your agency: \_\_\_\_\_

Type of Agency: (check one) ☐ Police Dept ☐ Sheriff's Dept. ☐ Regional Communication Center

Current employment status: (check one) ☐ Full time ☐ Part time

Current primary assignment: (check one)

<input type="checkbox"/> Call-taker only	<input type="checkbox"/> Rotate between call taker and dispatcher
<input type="checkbox"/> Dispatcher only	<input type="checkbox"/> CTO of call takers and/or dispatchers
<input type="checkbox"/> Combined call taker and dispatcher (concurrently)	<input type="checkbox"/> Dispatch Supervisor

How long have you worked in your current primary assignment? \_\_\_\_ years \_\_\_\_ months

How long have you worked at your present agency? \_\_\_\_ years \_\_\_\_ months

Total experience as a call taker/dispatcher (all agencies): \_\_\_\_ years \_\_\_\_ months

Total experience as a CTO of call takers/dispatchers (all agencies): \_\_\_\_ years \_\_\_\_ months

Total experience as a supervisor of call takers/dispatchers (all agencies): \_\_\_\_ years \_\_\_\_ months

Present shift: (check one) ☐ Day ☐ Evening ☐ Night (graveyard) ☐ Relief (Rotating)

How long have you worked in your present shift? \_\_\_\_ years \_\_\_\_ months

Current peace officer status: (check one)

☐ Civilian (specify title: \_\_\_\_\_) ☐ Sworn (specify rank: \_\_\_\_\_)

Race/Ethnicity: (check one)

<input type="checkbox"/> Asian	<input type="checkbox"/> African American	<input type="checkbox"/> Filipino	<input type="checkbox"/> Hispanic
<input type="checkbox"/> Native American	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> White	<input type="checkbox"/> Other

Gender: (check one) ☐ Female ☐ Male

Age: \_\_\_\_ years

Education: (check highest level completed)

<input type="checkbox"/> High School or GED	<input type="checkbox"/> Bachelor's Degree
<input type="checkbox"/> One year of college	<input type="checkbox"/> Master's Degree
<input type="checkbox"/> AA degree or 2 years college	<input type="checkbox"/> Other (specify: _____)

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## JOB ANALYSIS UPDATE WORKSHOP – JANUARY 29–30, 2009

## JOB ANALYSIS QUESTIONNAIRE

Workshop Participant . . . . .	<a href="#">A.11</a>
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## Questionnaire:

Section I: Job Task Ratings by Dispatchers . . . . .	<a href="#">A.12</a>
Section II: Job Task Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.14</a>
Section III: Complaints/Incidents Ratings by Dispatchers . . . . .	<a href="#">A.22</a>
Section IV: Complaints/Incidents Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.24</a>
Section V: Equipment and Systems Ratings by Dispatchers . . . . .	<a href="#">A.29</a>
Section VI: Equipment and Systems Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.31</a>
Section VII: Resource Materials Ratings by Dispatchers . . . . .	<a href="#">A.33</a>
Section VIII: Resource Materials Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.34</a>
Section IX: Referrals and Mutual Aid Ratings by Dispatchers . . . . .	<a href="#">A.35</a>
Section X: Referrals and Mutual Aid Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.35</a>
Section XI: Field Communications Ratings by Dispatchers. . . . .	<a href="#">A.39</a>
Section XII: Field Communications Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.40</a>
Section XIII: Knowledge Ratings by Dispatchers . . . . .	<a href="#">A.41</a>
Section XIV: Knowledge Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.42</a>
Section XV: Skill Ratings by Dispatchers . . . . .	<a href="#">A.45</a>
Section XVI: Skill Ratings by CTOs and Dispatch Supervisors . . . . .	<a href="#">A.46</a>
Section XVII: KSAT Linkage Ratings by All Workshop Participants . . . . .	<a href="#">A.48</a>

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## JOB ANALYSIS QUESTIONNAIRE

### Workshop Participant

Job Analysis Questionnaire  
Public Safety Dispatcher Job Analysis Update Workshop  
January 29-30, 2009

PLEASE PRINT THE FOLLOWING INFORMATION

Date: \_\_\_\_\_ Your name: \_\_\_\_\_

Name of your agency: \_\_\_\_\_

Current primary assignment: (check one)

- |  |   |
|--|---|
| <input type="checkbox"/> Call-taker only                                   | <input type="checkbox"/> Rotate between call taker and dispatcher |
| <input type="checkbox"/> Dispatcher only                                   | <input type="checkbox"/> CTO of call takers and/or dispatchers    |
| <input type="checkbox"/> Combined call taker and dispatcher (concurrently) | <input type="checkbox"/> Dispatch Supervisor                      |

Listed on the following pages are the work elements and worker requirements that have been identified by one or more workshop participants as constituting changes that have occurred to the public safety dispatcher position since the conduct of the POST 1991 statewide job analysis. On the following pages you are asked to independently provide various ratings of these work elements and worker requirements using rating scales comparable to those used in the 1991. The specific ratings you are asked to provide depend on your current primary assignment, so it is extremely important that you complete only those sections of the questionnaire that are to be completed by persons in your current primary assignment. Also, when making your ratings please pay close attention to the definitions of the rating scales and the rating scale values. If you have any questions as you proceed, do not hesitate to ask a POST representative for clarification. Thank you for your assistance.

**NOTE:** The sample questionnaires shown on the following pages may include minor text errors which replicate the original documentation.

## JOB ANALYSIS QUESTIONNAIRE

### Section I: Job Task Ratings by Dispatchers

Use the below Frequency Rating Scale to indicate how often you perform each of the listed job tasks:

#### FREQUENCY SCALE

How often have you performed this task during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have performed this task at this agency)
- 0 Never at this agency

Frequency	Task
_____	Obtain full complaint-dispatching information for medical emergencies.
_____	Obtain full complaint-dispatching information for fire emergencies.
_____	Obtain full complaint-dispatching information for safety hazards (e.g., chemical spill, power line down, flooded street).
_____	Receive and Handle Cellular 9-1-1 Calls.
_____	Receive and Handle Voice Over IP Calls.
_____	Advise citizens of actions to take in traffic accident.
_____	Advise citizens of actions to take during medical emergency (e.g., pre-arrival instructions).
_____	Advise citizens of actions to take during fire emergency.
_____	Advise citizens of actions to take in hazardous situations (e.g., chemical spill, severe weather).
_____	Advise citizens of crime prevention techniques.
_____	Provide information to the news media.
_____	Notify parents, relatives, etc., of those involved in incidents.
_____	Advise citizens regarding reporting crime via Internet.
_____	Participate in community outreach efforts (e.g., Neighborhood Watch, Citizen Academy, hospital-based classes, 911 for Kids, etc.).
_____	Initiate public notification systems (Reverse 911, Amber Alert, etc.).
_____	Monitor and respond to fire department radio transmissions.
_____	Monitor and respond to other public service radio transmissions.
_____	Record and update status of field units and incidents.
_____	Monitor vehicle locating systems (e.g., patrol vehicle tracking system).
_____	Dispatch by voice-initiated radio transmissions and/or car computer system.
_____	Dispatch fire fighter(s) to calls for service.
_____	Dispatch emergency medical unit(s) or ambulance to calls for service.

## JOB ANALYSIS QUESTIONNAIRE

### Section I: Job Task Ratings by Dispatchers *cont'd*

Use the below Frequency Rating Scale to indicate how often you perform each of the listed job tasks:

#### FREQUENCY SCALE

How often have you performed this task during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have performed this task at this agency)
- 0 Never at this agency

Frequency	Task
_____	Dispatch other public service unit(s) to calls for service (e.g., utilities, traffic signals, trees).
_____	Direct and coordinate response of multiple field units (from Communications Center or field location).
_____	Transmit emergency bulletins by teletype or computer.
_____	Give street directions.
_____	Establish field perimeter using mapping system.
_____	Maintain towing agency rotation log.
_____	Prepare or update procedure manuals.
_____	Review documents and materials to prepare to testify in court.
_____	Input information received verbally.
_____	Write intra-department memos.
_____	Retrieve and distribute legally-required written, audio, and video records (in response to subpoena, Information Practices Act, California Public Records Act, etc.).
_____	Attend squad meetings/communications briefings.
_____	Maintain radio and phone log recording systems.
_____	Maintain status board showing the location of personnel and officers.
_____	Monitor and control station/facility security system (e.g., alarms, sally port doors, etc.).
_____	Perform general office assistance assignments.
_____	Monitor and respond to intercom calls for assistance.
_____	Coordinate hand-over/receipt of communications operations to/from allied agency in the event of system failure.
_____	Maintain agency compliance with training requirements (e.g., CTO, CPT, etc.).
_____	Submit training requests and other information to POST via the EDI System.

## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors

Review each of the below listed job tasks and use the following two scales to indicate:

1. How often dispatchers in your agency perform the job task (Frequency Scale)
2. How important it is that dispatchers in your agency perform the job task competently (Importance Scale)

Rate each job task on both scales before proceeding to the next job task.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency performed this task during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have performed this task at this agency)
- 0 Never at this agency

#### IMPORTANCE SCALE

How important is competent performance of this task to the overall job performance of dispatchers in your agency?

- 5 Critically important
- 4 Very important
- 3 Important
- 2 Of some importance
- 1 Of little performance
- 0 Not part of job/unimportant for dispatchers in my agency

Frequency	Importance	Task
_____	_____	Obtain full complaint-dispatching information for medical emergencies.
_____	_____	Obtain full complaint-dispatching information for fire emergencies.
_____	_____	Obtain full complaint-dispatching information for safety hazards (e.g., chemical spill, power line down, flooded street).
_____	_____	Receive and Handle Cellular 9-1-1 Calls.
_____	_____	Receive and Handle Voice Over IP Calls.
_____	_____	Advise citizens of actions to take in traffic accident.
_____	_____	Advise citizens of actions to take during medical emergency (e.g., pre-arrival instructions).
_____	_____	Advise citizens of actions to take during fire emergency.
_____	_____	Advise citizens of actions to take in hazardous situations (e.g., chemical spill, severe weather).
_____	_____	Advise citizens of crime prevention techniques.
_____	_____	Provide information to the news media.
_____	_____	Notify parents, relatives, etc., of those involved in incidents.
_____	_____	Advise citizens regarding reporting crime via Internet.
_____	_____	Participate in community outreach efforts (e.g., Neighborhood Watch, Citizen Academy, hospital-based classes, 911 for Kids, etc.).
_____	_____	Initiate public notification systems (Reverse 911, Amber Alert, etc.).
_____	_____	Monitor and respond to fire department radio transmissions.
_____	_____	Monitor and respond to other public service radio transmissions.
_____	_____	Record and update status of field units and incidents.



## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed job tasks and use the following two scales to indicate:

1. How often dispatchers in your agency perform the job task (Frequency Scale)
2. How important it is that dispatchers in your agency perform the job task competently (Importance Scale)

Rate each job task on both scales before proceeding to the next job task.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency performed this task during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have performed this task at this agency)
- 0 Never at this agency

#### IMPORTANCE SCALE

How important is competent performance of this task to the overall job performance of dispatchers in your agency?

- 5 Critically important
- 4 Very important
- 3 Important
- 2 Of some importance
- 1 Of little performance
- 0 Not part of job/unimportant for dispatchers in my agency

Frequency	Importance	Task
_____	_____	Monitor vehicle locating systems (e.g., patrol vehicle tracking system).
_____	_____	Dispatch by voice-initiated radio transmissions and/or car computer system.
_____	_____	Dispatch fire fighter(s) to calls for service.
_____	_____	Dispatch emergency medical unit(s) or ambulance to calls for service.
_____	_____	Dispatch other public service unit(s) to calls for service (e.g., utilities, traffic signals, trees).
_____	_____	Direct and coordinate response of multiple field units (from Communications Center or field location).
_____	_____	Transmit emergency bulletins by teletype or computer.
_____	_____	Give street directions.
_____	_____	Establish field perimeter using mapping system.
_____	_____	Maintain towing agency rotation log.
_____	_____	Prepare or update procedure manuals.
_____	_____	Review documents and materials to prepare to testify in court.
_____	_____	Input information received verbally.
_____	_____	Write intra-department memos.
_____	_____	Retrieve and distribute legally-required written, audio, and video records (in response to subpoena, Information Practices Act, California Public Records Act, etc.).
_____	_____	Attend squad meetings/communications briefings.
_____	_____	Maintain radio and phone log recording systems.

## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed job tasks and use the following two scales to indicate:

1. How often dispatchers in your agency perform the job task (Frequency Scale)
2. How important it is that dispatchers in your agency perform the job task competently (Importance Scale)

Rate each job task on both scales before proceeding to the next job task.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency performed this task during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have performed this task at this agency)
- 0 Never at this agency

#### IMPORTANCE SCALE

How important is competent performance of this task to the overall job performance of dispatchers in your agency?

- 5 Critically important
- 4 Very important
- 3 Important
- 2 Of some importance
- 1 Of little performance
- 0 Not part of job/unimportant for dispatchers in my agency

Frequency Importance

Task

_____	_____	Maintain status board showing the location of personnel and officers.
_____	_____	Monitor and control station/facility security system (e.g., alarms, sally port doors, etc.).
_____	_____	Perform general office assistance assignments.
_____	_____	Monitor and respond to intercom calls for assistance.
_____	_____	Coordinate hand-over/receipt of communications operations to/from allied agency in the event of system failure.
_____	_____	Maintain agency compliance with training requirements (e.g., CTO, CPT, etc.).
_____	_____	Submit training requests and other information to POST via the EDI System.

## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed job tasks and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to perform the task (When Learned Rating Scale)
2. The need for in-service training (refresher training) for the task for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task.

#### WHEN LEARNED SCALE

When should new dispatchers learn to perform this task, considering both training efficiency and safety to the public and field personnel?

- 0 **No formal training required** – task can be performed with little or no instruction
- 1 **Classroom (basic training)** – full preparation to perform this task is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to perform this task is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

Is continuous in-service training (refresher training) required for this task for tenured dispatchers in your agency to maintain job proficiency?

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Task
_____	_____	Obtain full complaint-dispatching information for medical emergencies.
_____	_____	Obtain full complaint-dispatching information for fire emergencies.
_____	_____	Obtain full complaint-dispatching information for safety hazards (e.g., chemical spill, power line down, flooded street).
_____	_____	Receive and Handle Cellular 9-1-1 Calls.
_____	_____	Receive and Handle Voice Over IP Calls.
_____	_____	Advise citizens of actions to take in traffic accident.
_____	_____	Advise citizens of actions to take during medical emergency (e.g., pre-arrival instructions).
_____	_____	Advise citizens of actions to take during fire emergency.
_____	_____	Advise citizens of actions to take in hazardous situations (e.g., chemical spill, severe weather).

## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed job tasks and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to perform the task (When Learned Rating Scale)
2. The need for in-service training (refresher training) for the task for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task.

#### WHEN LEARNED SCALE

When should new dispatchers learn to perform this task, considering both training efficiency and safety to the public and field personnel?

- 0 **No formal training required** – task can be performed with little or no instruction
- 1 **Classroom (basic training)** – full preparation to perform this task is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to perform this task is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

Is continuous in-service training (refresher training) required for this task for tenured dispatchers in your agency to maintain job proficiency?

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Task
_____	_____	Advise citizens of crime prevention techniques.
_____	_____	Provide information to the news media.
_____	_____	Notify parents, relatives, etc., of those involved in incidents.
_____	_____	Advise citizens regarding reporting crime via Internet.
_____	_____	Participate in community outreach efforts (e.g., Neighborhood Watch, Citizen Academy, hospital-based classes, 911 for Kids, etc.).
_____	_____	Initiate public notification systems (Reverse 911, Amber Alert, etc.).
_____	_____	Monitor and respond to fire department radio transmissions.
_____	_____	Monitor and respond to other public service radio transmissions.
_____	_____	Record and update status of field units and incidents.
_____	_____	Monitor vehicle locating systems (e.g., patrol vehicle tracking system).
_____	_____	Dispatch by voice-initiated radio transmissions and/or car computer system.

## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed job tasks and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to perform the task (When Learned Rating Scale)
2. The need for in-service training (refresher training) for the task for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task.

#### WHEN LEARNED SCALE

**When should new dispatchers learn to perform this task, considering both training efficiency and safety to the public and field personnel?**

- 0 **No formal training required** – task can be performed with little or no instruction
- 1 **Classroom (basic training)** – full preparation to perform this task is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to perform this task is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

**Is continuous in-service training (refresher training) required for this task for tenured dispatchers in your agency to maintain job proficiency?**

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Task
_____	_____	Dispatch fire fighter(s) to calls for service.
_____	_____	Dispatch emergency medical unit(s) or ambulance to calls for service.
_____	_____	Dispatch other public service unit(s) to calls for service (e.g., utilities, traffic signals, trees).
_____	_____	Direct and coordinate response of multiple field units (from Communications Center or field location).
_____	_____	Transmit emergency bulletins by teletype or computer.
_____	_____	Give street directions.
_____	_____	Establish field perimeter using mapping system.
_____	_____	Maintain towing agency rotation log.
_____	_____	Prepare or update procedure manuals.
_____	_____	Review documents and materials to prepare to testify in court.
_____	_____	Input information received verbally.

## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed job tasks and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to perform the task (When Learned Rating Scale)
2. The need for in-service training (refresher training) for the task for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task.

#### WHEN LEARNED SCALE

When should new dispatchers learn to perform this task, considering both training efficiency and safety to the public and field personnel?

- 0 **No formal training required** – task can be performed with little or no instruction
- 1 **Classroom (basic training)** – full preparation to perform this task is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to perform this task is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

Is continuous in-service training (refresher training) required for this task for tenured dispatchers in your agency to maintain job proficiency?

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Task
_____	_____	Write intra-department memos.
_____	_____	Retrieve and distribute legally-required written, audio, and video records (in response to subpoena, Information Practices Act, California Public Records Act, etc.).
_____	_____	Attend squad meetings/communications briefings.
_____	_____	Maintain radio and phone log recording systems.
_____	_____	Maintain status board showing the location of personnel and officers.
_____	_____	Monitor and control station/facility security system (e.g., alarms, sally port doors, etc.).
_____	_____	Perform general office assistance assignments.
_____	_____	Monitor and respond to intercom calls for assistance.
_____	_____	Coordinate hand-over/receipt of communications operations to/from allied agency in the event of system failure.

## JOB ANALYSIS QUESTIONNAIRE

### Section II: Job Task Ratings by CTOs and Dispatch Supervisors

Review each of the below listed job tasks and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to perform the task (When Learned Rating Scale)
2. The need for in-service training (refresher training) for the task for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task.

#### WHEN LEARNED SCALE

When should new dispatchers learn to perform this task, considering both training efficiency and safety to the public and field personnel?

- 0 **No formal training required** – task can be performed with little or no instruction
- 1 **Classroom (basic training)** – full preparation to perform this task is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to perform this task is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

Is continuous in-service training (refresher training) required for this task for tenured dispatchers in your agency to maintain job proficiency?

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Task
_____	_____	Maintain agency compliance with training requirements (e.g., CTO, CPT, etc.).
_____	_____	Submit training requests and other information to POST via the EDI System.

## JOB ANALYSIS QUESTIONNAIRE

### Section III: Complaints/Incidents Ratings by Dispatchers

Used the below rating scales to indicate how often (Frequency Scale) and at what level (Involvement Scale) you handle each of the below listed complaints/incidents. Rate each complaint/incident on both scales before proceeding to the next complaint/incident. For items given a Frequency Scale Rating of zero, leave the Involvement Scale Rating blank.

#### FREQUENCY SCALE

How often have you handled this complaint/incident during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have performed this task at this agency)
- 0 Never at this agency

#### INVOLVEMENT SCALE

How do you routinely handle this complaint/incident?

- 1 Receive the call – refer or transfer caller with limited contact; no dispatching information obtained
- 2 Receive the call – obtain complaint dispatching information; refer or transfer call, as needed
- 3 Dispatch/notify field units
- 4 Receive the call *and* dispatch field units

Frequency	Involvement	Complaint/Incident
_____	_____	Administrative detail (e.g., court, vehicle service, transport)
_____	_____	Air and water pollution
_____	_____	Alarm - fire
_____	_____	Bribery
_____	_____	Confidence game (Lottery scam, Jamaican Switch, etc.)
_____	_____	Deceptive business practice
_____	_____	Natural disaster (earthquake, landslide, flood, tornado, Tsunami, Wildfire, etc.)
_____	_____	Harassment (in person, internet, text message, phone, etc.)
_____	_____	Homeless person(s)
_____	_____	Kidnapping (including parental abduction)
_____	_____	Livestock theft
_____	_____	Livestock incident (e.g., stray, animal(s) on roadway, etc.)
_____	_____	Obscene, harassing, or threatening phone calls
_____	_____	Identity theft
_____	_____	Offender registration issue
_____	_____	Megan's Law Inquiry
_____	_____	Internet crime
_____	_____	Hazardous material inquiry/incident
_____	_____	Hazardous material disposal
_____	_____	Municipal/County/District ordinance violation
_____	_____	Health/safety/environmental complaint (smoking, off-road vehicle, etc.)
_____	_____	Search and rescue incident
_____	_____	Mass evacuation



## JOB ANALYSIS QUESTIONNAIRE

### Section III: Complaints/Incidents Ratings by Dispatchers *cont'd*

Used the below rating scales to indicate how often (Frequency Scale) and at what level (Involvement Scale) you handle each of the below listed complaints/incidents. Rate each complaint/incident on both scales before proceeding to the next complaint/incident. For items given a Frequency Scale Rating of zero, leave the Involvement Scale Rating blank.

#### FREQUENCY SCALE

How often have you handled this complaint/incident during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have performed this task at this agency)
- 0 Never at this agency

#### INVOLVEMENT SCALE

How do you routinely handle this complaint/incident?

- 1 Receive the call – refer or transfer caller with limited contact; no dispatching information obtained
- 2 Receive the call – obtain complaint dispatching information; refer or transfer call, as needed
- 3 Dispatch/notify field units
- 4 Receive the call *and* dispatch field units

Frequency	Involvement	Complaint/Incident
_____	_____	Criminal threat
_____	_____	Stalking
_____	_____	Tarasoff threat (i.e., therapist-initiated mandatory reporting)
_____	_____	Amber Alert
_____	_____	Wildlife encroachment (mountain lion, bear, raccoon, skunk, coyote, snake, etc)
_____	_____	On Star and similar reporting devices

## JOB ANALYSIS QUESTIONNAIRE

### Section IV: Complaints/Incidents Ratings by CTOs and Dispatch Supervisors

Review each of the below listed complaints/incidents and use the following two scales to indicate:

1. How often dispatchers in your agency handle the complaint/incident (Frequency Scale)
2. How important it is that dispatchers in your agency handle the complaint/incident competently (Importance Scale)

Rate each complaint/incident on both scales before proceeding to the next complaint/incident. For items given a Frequency Scale Rating of zero, leave the Importance Scale Rating blank.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency handled this complaint/incident during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers at this agency have handled this complaint/incident)
- 0 Never at this agency

#### IMPORTANCE SCALE

How important is it that dispatchers in your agency be able to handle (refer) this type of complaint/incident?

- 5 Critically important
- 4 Very important
- 3 Important
- 2 Of some importance
- 1 Of little importance
- 0 Not part of job/unimportant for dispatchers in my agency

Frequency	Importance	Complaint/Incident
_____	_____	Administrative detail (e.g., court, vehicle service, transport)
_____	_____	Air and water pollution
_____	_____	Alarm - fire
_____	_____	Bribery
_____	_____	Confidence game (Lottery scam, Jamaican Switch, etc.)
_____	_____	Deceptive business practice
_____	_____	Natural disaster (earthquake, landslide, flood, tornado, Tsunami, Wildfire, etc.)
_____	_____	Harassment (in person, internet, text message, phone, etc.)
_____	_____	Homeless person(s)
_____	_____	Kidnapping (including parental abduction)
_____	_____	Livestock theft
_____	_____	Livestock incident (e.g., stray, animal(s) on roadway, etc.)
_____	_____	Obscene, harassing, or threatening phone calls
_____	_____	Identity theft
_____	_____	Offender registration issue
_____	_____	Megan's Law Inquiry
_____	_____	Internet crime
_____	_____	Hazardous material inquiry/incident
_____	_____	Hazardous material disposal

## JOB ANALYSIS QUESTIONNAIRE

### Section IV: Complaints/Incidents Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed complaints/incidents and use the following two scales to indicate:

1. How often dispatchers in your agency handle the complaint/incident (Frequency Scale)
2. How important it is that dispatchers in your agency handle the complaint/incident competently (Importance Scale)

Rate each complaint/incident on both scales before proceeding to the next complaint/incident. For items given a Frequency Scale Rating of zero, leave the Importance Scale Rating blank.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency handled this complaint/incident during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers at this agency have handled this complaint/incident)
- 0 Never at this agency

#### IMPORTANCE SCALE

How important is it that dispatchers in your agency be able to handle (refer) this type of complaint/incident?

- 5 Critically important
- 4 Very important
- 3 Important
- 2 Of some importance
- 1 Of little importance
- 0 Not part of job/unimportant for dispatchers in my agency

Frequency	Importance	Complaint/Incident
_____	_____	Municipal/County/District ordinance violation
_____	_____	Health/safety/environmental complaint (smoking, off-road vehicle, etc.)
_____	_____	Search and rescue incident
_____	_____	Mass evacuation
_____	_____	Criminal threat
_____	_____	Stalking
_____	_____	Tarasoff threat (i.e., therapist-initiated mandatory reporting)
_____	_____	Amber Alert
_____	_____	Wildlife encroachment (mountain lion, bear, raccoon, skunk, coyote, snake, etc)

## JOB ANALYSIS QUESTIONNAIRE

### Section IV: Complaints/Incidents Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed complaints/incidents and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to handle the complaint/incident (When Learned Rating)
2. The need for in-service training (refresher training) for the complaint/incident for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task. If a complaint/incident is not handled by dispatchers in your agency, leave both ratings blank.

#### WHEN LEARNED SCALE

**When should new dispatchers learn to handle this complaint/incident, considering both training efficiency and safety to the public and field personnel?**

- 0 **No formal training required** – complaint/incident can be handled with little or no instruction
- 1 **Classroom (basic training)** – full preparation to handle this complaint/incident is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to handle this complaint/incident is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

**Is continuous in-service training required for this complaint/incident for tenured dispatchers to maintain job proficiency?**

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Complaint/Incident
_____	_____	Administrative detail (e.g., court, vehicle service, transport)
_____	_____	Air and water pollution
_____	_____	Alarm - fire
_____	_____	Bribery
_____	_____	Confidence game (Lottery scam, Jamaican Switch, etc.)
_____	_____	Deceptive business practice
_____	_____	Natural disaster (earthquake, landslide, flood, tornado, Tsunami, Wildfire, etc.)
_____	_____	Harassment (in person, internet, text message, phone, etc.)
_____	_____	Homeless person(s)
_____	_____	Kidnapping (including parental abduction)
_____	_____	Livestock theft

## JOB ANALYSIS QUESTIONNAIRE

### Section IV: Complaints/Incidents Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed complaints/incidents and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to handle the complaint/incident (When Learned Rating)
2. The need for in-service training (refresher training) for the complaint/incident for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task. If a complaint/incident is not handled by dispatchers in your agency, leave both ratings blank.

#### WHEN LEARNED SCALE

**When should new dispatchers learn to handle this complaint/incident, considering both training efficiency and safety to the public and field personnel?**

- 0 **No formal training required** – complaint/incident can be handled with little or no instruction
- 1 **Classroom (basic training)** – full preparation to handle this complaint/incident is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to handle this complaint/incident is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

**Is continuous in-service training required for this complaint/incident for tenured dispatchers to maintain job proficiency?**

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Complaint/Incident
_____	_____	Livestock incident (e.g., stray, animal(s) on roadway, etc.)
_____	_____	Obscene, harassing, or threatening phone calls
_____	_____	Identity theft
_____	_____	Offender registration issue
_____	_____	Megan's Law Inquiry
_____	_____	Internet crime
_____	_____	Hazardous material inquiry/incident
_____	_____	Hazardous material disposal
_____	_____	Municipal/County/District ordinance violation
_____	_____	Health/safety/environmental complaint (smoking, off-road vehicle, etc.)
_____	_____	Search and rescue incident
_____	_____	Mass evacuation

## JOB ANALYSIS QUESTIONNAIRE

### Section IV: Complaints/Incidents Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed complaints/incidents and use the following two scales to indicate:

1. When it is most appropriate for **new** dispatchers to learn to handle the complaint/incident (When Learned Rating)
2. The need for in-service training (refresher training) for the complaint/incident for **tenured** dispatchers to maintain job proficiency (In-Service Training Scale)

Rate each job task on both scales before proceeding to the next job task. If a complaint/incident is not handled by dispatchers in your agency, leave both ratings blank.

#### WHEN LEARNED SCALE

**When should new dispatchers learn to handle this complaint/incident, considering both training efficiency and safety to the public and field personnel?**

- 0 **No formal training required** – complaint/incident can be handled with little or no instruction
- 1 **Classroom (basic training)** – full preparation to handle this complaint/incident is required before initial assignment to any dispatcher duties (on-the-job training is **not** required)
- 2 **Classroom (basic) training and on-the-job training** – some classroom preparation to handle this complaint/incident is required before initial assignment to dispatcher duties and on-the-job training
- 3 **On-the-job training** – best learned on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required)

#### IN-SERVICE TRAINING SCALE

**Is continuous in-service training required for this complaint/incident for tenured dispatchers to maintain job proficiency?**

- 0 **No**, in service training is not required. On-the-job experience is adequate to maintain job proficiency.
- 1 **Yes**, best handled by individual agencies through training bulletins or briefings or brief in-service meetings (regional training would not be appropriate).
- 2 **Yes**, requires formal classroom instruction and assessment of dispatcher performance (may be handled by regional training centers or individual agencies).

When Learned	In-Service Training	Complaint/Incident
_____	_____	Criminal threat
_____	_____	Stalking
_____	_____	Tarasoff threat (i.e., therapist-initiated mandatory reporting)
_____	_____	Amber Alert
_____	_____	Wildlife encroachment (mountain lion, bear, raccoon, skunk, coyote, snake, etc)

## JOB ANALYSIS QUESTIONNAIRE

### Section V: Equipment and Systems Ratings by Dispatchers

Use the below Frequency Rating Scale to indicate how often you use each of the listed equipment and system items.

#### FREQUENCY SCALE

How often have you used this equipment or system during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have used this equipment or system at this agency)
- 0 Never at this agency

Frequency	Equipment/System
_____	Phone call and radio transmission recorder
_____	Photocopier/fax/scanner
_____	Call/Radio playback machine
_____	Typewriter
_____	Cassette tape recorder
_____	Computer-based telephone system
_____	Records management system
_____	Internet
_____	Broadcast television
_____	AM/FM Radio
_____	Wireless communications components
_____	Cal Photo
_____	Cal ID
_____	Cal Gangs
_____	Shot Spotter
_____	Video conferencing equipment
_____	Closed circuit video patching equipment
_____	ARJIS
_____	Reverse 911 system
_____	Mapping systems
_____	Portable radio
_____	CD/DVD equipment
_____	Electronic tracking device (3SI, ETS, PRONET, etc.)
_____	Vehicle locating system (e.g., LoJack)
_____	VIN Assist

## JOB ANALYSIS QUESTIONNAIRE

### Section V: Equipment and Systems Ratings by Dispatchers *cont'd*

Use the below Frequency Rating Scale to indicate how often you use each of the listed equipment and system items.

#### FREQUENCY SCALE

How often have you used this equipment or system during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have used this equipment or system at this agency)
- 0 Never at this agency

Frequency	Equipment/System
_____	PSAP transfer equipment
_____	Vehicle theft prevention technologies (e.g., bait cars)
_____	Card back-up system
_____	Project Lifesaver



## JOB ANALYSIS QUESTIONNAIRE

### Section VI: Equipment and Systems Ratings by CTOs and Dispatch Supervisors

Use the below Frequency Rating Scale to indicate how often dispatchers in your agency use each of the listed equipment and system items.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency used this equipment or system during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers in this agency have used this equipment or system)
- 0 Never at this agency

Frequency	Equipment/System
_____	Phone call and radio transmission recorder
_____	Photocopier/fax/scanner
_____	Call/Radio playback machine
_____	Typewriter
_____	Cassette tape recorder
_____	Computer-based telephone system
_____	Records management system
_____	Internet
_____	Broadcast television
_____	AM/FM Radio
_____	Wireless communications components
_____	Cal Photo
_____	Cal ID
_____	Cal Gangs
_____	Shot Spotter
_____	Video conferencing equipment
_____	Closed circuit video patching equipment
_____	ARJIS
_____	Reverse 911 system
_____	Mapping systems
_____	Portable radio
_____	CD/DVD equipment
_____	Electronic tracking device (3SI, ETS, PRONET, etc.)
_____	Vehicle locating system (e.g., LoJack)
_____	VIN Assist

## JOB ANALYSIS QUESTIONNAIRE

### Section VI: Equipment and Systems Ratings by CTOs and Dispatch Supervisors *cont'd*

Use the below Frequency Rating Scale to indicate how often dispatchers in your agency use each of the listed equipment and system items.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency used this equipment or system during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers in this agency have used this equipment or system)
- 0 Never at this agency

Frequency	Equipment/System
_____	PSAP transfer equipment
_____	Vehicle theft prevention technologies (e.g., bait cars)
_____	Card back-up system
_____	Project Lifesaver

## JOB ANALYSIS QUESTIONNAIRE

### Section VII: Resource Materials Ratings by Dispatchers

Use the below Frequency Rating Scale to indicate how often you use each of the listed resource materials.

#### FREQUENCY SCALE

How often have you read or referred to portions of this material during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have at this agency)
- 0 Never at this agency

Frequency	Resource Material
_____	Directories (e.g., names, addresses, phone numbers, special needs individuals, elderly residents, community resources, criss-cross)
_____	Wanted bulletins (e.g., APB's, IB's)
_____	City/County ordinances
_____	NATB manuals
_____	Internet-based resources (e.g., White Page.com, mapping programs, etc.)
_____	Premises maps, diagrams, and floor plans
_____	Hazardous Materials Location Index
_____	Restraining order/court order files
_____	Emergency Operations Plan

## JOB ANALYSIS QUESTIONNAIRE

### Section VIII: Resource Materials Ratings by CTOs and Dispatch Supervisors

Use the below Frequency Rating Scale to indicate how often you use each of the listed resource materials.

#### FREQUENCY SCALE

How often, on average, have dispatchers in your agency read or referred to portions of this material during the last 4 months?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers have at this agency)
- 0 Never at this agency

Frequency	Resource Material
_____	Directories (e.g., names, addresses, phone numbers, special needs individuals, elderly residents, community resources, criss-cross)
_____	Wanted bulletins (e.g., APB's, IB's)
_____	City/County ordinances
_____	NATB manuals
_____	Internet-based resources (e.g., White Page.com, mapping programs, etc.)
_____	Premises maps, diagrams, and floor plans
_____	Hazardous Materials Location Index
_____	Restraining order/court order files
_____	Emergency Operations Plan

## JOB ANALYSIS QUESTIONNAIRE

### Section IX: Referrals and Mutual Aid Ratings by Dispatchers

Use the below rating scales to indicate how often (Frequency Scale) and at what level (Involvement Scale) you have contact with the below listed agencies. Rate each agency on both scales before proceeding to the next agency. For items given a Frequency Scale Rating of zero, leave the Involvement Scale Rating blank.

#### FREQUENCY SCALE

How often have you referred a call to this agency or had contact with personnel at this agency during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have while at this agency)
- 0 Never at this agency

#### INVOLVEMENT SCALE

How do you routinely interact with this agency?

- 1 Refer or transfer call – no contact with agency
- 2 Transfer caller to agency – stay on line and provide or obtain information
- 3 Contact agency to obtain information or assistance
- 4 Receive notifications/requests from agency for information or assistance
- 5 Receive requests from agency for information or assistance, *and* contact agency to obtain information and assistance

Frequency	Involvement	Agency
_____	_____	Humane Society/SPCA
_____	_____	Military bases
_____	_____	Court systems
_____	_____	Adult Protective Services
_____	_____	State/National Parks
_____	_____	County civil divisions
_____	_____	Wildlife rescue
_____	_____	California Emergency Management Agency (CEMA)
_____	_____	U.S. Department of Homeland Security(DHS)
_____	_____	Airport security agencies
_____	_____	Department of Fish and Game
_____	_____	Lifeguard agencies/harbor patrols
_____	_____	California Department of Corrections and Rehabilitation
_____	_____	Immigration and Customs Enforcement (ICE)
_____	_____	Graffiti abatement agencies
_____	_____	U.S. Coast Guard
_____	_____	Railroads
_____	_____	DOJ
_____	_____	Border Patrol
_____	_____	U.S. Marshals
_____	_____	Transit agencies
_____	_____	Drug Enforcement Administration (DEA)
_____	_____	Alcohol Beverage Control (ABC)

## JOB ANALYSIS QUESTIONNAIRE

### Section IX: Referrals and Mutual Aid Ratings by Dispatchers *cont'd*

Use the below rating scales to indicate how often (Frequency Scale) and at what level (Involvement Scale) you have contact with the below listed agencies. Rate each agency on both scales before proceeding to the next agency. For items given a Frequency Scale Rating of zero, leave the Involvement Scale Rating blank.

#### FREQUENCY SCALE

How often have you referred a call to this agency or had contact with personnel at this agency during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have while at this agency)
- 0 Never at this agency

#### INVOLVEMENT SCALE

How do you routinely interact with this agency?

- 1 Refer or transfer call – no contact with agency
- 2 Transfer caller to agency – stay on line and provide or obtain information
- 3 Contact agency to obtain information or assistance
- 4 Receive notifications/requests from agency for information or assistance
- 5 Receive requests from agency for information or assistance, *and* contact agency to obtain information and assistance

Frequency	Involvement	Agency
_____	_____	Bomb squad
_____	_____	ATFE
_____	_____	Chaplaincy
_____	_____	NTSB/FAA
_____	_____	Crime-specific task forces
_____	_____	National Weather Service
_____	_____	OSHA/Cal OSHA
_____	_____	Media

## JOB ANALYSIS QUESTIONNAIRE

### Section X: Referrals and Mutual Aid Ratings by CTOs and Dispatch Supervisors

Use the below rating scales to indicate how often (Frequency Scale) and at what level (Involvement Scale) dispatchers in your agency have contact with the below listed agencies. Rate each agency on both scales before proceeding to the next agency. For items given a Frequency Scale Rating of zero, leave the Involvement Scale Rating blank.

#### FREQUENCY SCALE

How often have dispatchers in your agency referred a call to this agency or had contact with personnel at this agency during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers have while at this agency)
- 0 Never at this agency

#### INVOLVEMENT SCALE

How do dispatchers in your agency routinely interact with this agency?

- 1 Refer or transfer call – no contact with agency
- 2 Transfer caller to agency – stay on line and provide or obtain information
- 3 Contact agency to obtain information or assistance
- 4 Receive notifications/requests from agency for information or assistance
- 5 Receive requests from agency for information or assistance, *and* contact agency to obtain information and assistance

Frequency	Involvement	Agency
_____	_____	Humane Society/SPCA
_____	_____	Military bases
_____	_____	Court systems
_____	_____	Adult Protective Services
_____	_____	State/National Parks
_____	_____	County civil divisions
_____	_____	Wildlife rescue
_____	_____	California Emergency Management Agency (CEMA)
_____	_____	U.S. Department of Homeland Security(DHS)
_____	_____	Airport security agencies
_____	_____	Department of Fish and Game
_____	_____	Lifeguard agencies/harbor patrols
_____	_____	California Department of Corrections and Rehabilitation
_____	_____	Immigration and Customs Enforcement (ICE)
_____	_____	Graffiti abatement agencies
_____	_____	U.S. Coast Guard
_____	_____	Railroads
_____	_____	DOJ
_____	_____	Border Patrol

## JOB ANALYSIS QUESTIONNAIRE

### Section X: Referrals and Mutual Aid Ratings by CTOs and Dispatch Supervisors *cont'd*

Use the below rating scales to indicate how often (Frequency Scale) and at what level (Involvement Scale) dispatchers in your agency have contact with the below listed agencies. Rate each agency on both scales before proceeding to the next agency. For items given a Frequency Scale Rating of zero, leave the Involvement Scale Rating blank.

#### FREQUENCY SCALE

How often have dispatchers in your agency referred a call to this agency or had contact with personnel at this agency during the last 4 months, on average?

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers have while at this agency)
- 0 Never at this agency

#### INVOLVEMENT SCALE

How do dispatchers in your agency routinely interact with this agency?

- 1 Refer or transfer call – no contact with agency
- 2 Transfer caller to agency – stay on line and provide or obtain information
- 3 Contact agency to obtain information or assistance
- 4 Receive notifications/requests from agency for information or assistance
- 5 Receive requests from agency for information or assistance, *and* contact agency to obtain information and assistance

Frequency	Involvement	Agency
_____	_____	U.S. Marshals
_____	_____	Transit agencies
_____	_____	Drug Enforcement Administration (DEA)
_____	_____	Alcohol Beverage Control (ABC)
_____	_____	Bomb squad
_____	_____	ATFE
_____	_____	Chaplaincy
_____	_____	NTSB/FAA
_____	_____	Crime-specific task forces
_____	_____	National Weather Service
_____	_____	OSHA/Cal OSHA
_____	_____	Media



## JOB ANALYSIS QUESTIONNAIRE

### Section XI: Field Communications Ratings by Dispatchers

Use the below Frequency Rating Scale to indicate how often you have contact with each of the listed Field Personnel.

#### FREQUENCY SCALE

How often have you communicated directly with these field personnel during the last 4 months, on average? This includes radio, computer and telephone communications you have had with personnel from your agency and other agencies (mutual aid)

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but I have while working at this agency)
- 0 Never at this agency

Frequency	Field Personnel
_____	Federal agents (e.g., FBI, DEA, ATFE, U.S. Marshals, etc.)
_____	Air support (e.g., patrol helicopters/fixed wing aircraft, medical emergency airlift, etc.)
_____	Cadets
_____	Mental health personnel
_____	Litter enforcement
_____	Welfare fraud investigators
_____	Mounted posse
_____	Volunteers
_____	School police and security personnel
_____	Crisis intervention team
_____	Hostage negotiators
_____	Civil units
_____	Social service agencies
_____	Code compliance officers
_____	Peer support teams
_____	School officials
_____	Search and rescue

## JOB ANALYSIS QUESTIONNAIRE

### Section XII: Field Communications Ratings by CTOs and Dispatch Supervisors

Use the below Frequency Rating Scale to indicate how often dispatchers in your agency have contact with each of the listed Field Personnel.

#### FREQUENCY SCALE

How often have dispatchers in your agency communicated directly with these field personnel during the last 4 months, on average? This includes radio, computer and telephone communications with personnel from your agency and other agencies (mutual aid)

- 8 More than once a day
- 7 Daily
- 6 More than once a week
- 5 Weekly
- 4 More than once per month
- 3 Monthly
- 2 Less than once per month
- 1 Not in the last 4 months (but dispatchers have while working at this agency)
- 0 Never at this agency

Frequency	Field Personnel
_____	Federal agents (e.g., FBI, DEA, ATFE, U.S. Marshals, etc.)
_____	Air support (e.g., patrol helicopters/fixed wing aircraft, medical emergency airlift, etc.)
_____	Cadets
_____	Mental health personnel
_____	Litter enforcement
_____	Welfare fraud investigators
_____	Mounted posse
_____	Volunteers
_____	School police and security personnel
_____	Crisis intervention team
_____	Hostage negotiators
_____	Civil units
_____	Social service agencies
_____	Code compliance officers
_____	Peer support teams
_____	School officials
_____	Search and rescue

## JOB ANALYSIS QUESTIONNAIRE

### Section XIII: Knowledge Ratings by Dispatchers

Use the below Importance Rating Scale to indicate the importance of each of the knowledges to the performance of your job duties.

#### IMPORTANCE SCALE

How important is this knowledge to the overall successful performance of your job duties?

- 5 Critically Important
- 4 Very Important
- 3 Important
- 2 Of Some Importance
- 1 Of Little Importance
- 0 Not Important for Successful Job Performance

Importance	Knowledge
_____	Knowledge of acceptable professional behavior and language (e.g., conduct, self-discipline, sexual harassment issues).
_____	Knowledge of basic employee rights
_____	Knowledge of local area geography
_____	Knowledge of basic principles and procedures for effective teamwork within a communications center
_____	Knowledge of basic safety rules, regulations, and procedures
_____	Knowledge of Emergency Operations Plan
_____	Knowledge of the National Incident Management System (NIMS), the California Standardized Emergency Management System (SEMS), and the Incident Command System (ICS)
_____	Knowledge of general procedures and activation criteria for local emergency operations centers
_____	Knowledge of the legal requirements for responding to both landline and cellular 9-1-1 calls.
_____	Knowledge of contemporary street language (e.g., slang, drug terms, etc.).
_____	Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VoIP, etc.)
_____	Knowledge of procedures and requirements for notifying California agencies and/or the public regarding an emergency or need for service (e.g., Amber Alert)
_____	Knowledge of the functions and operations of dispatching and computer support equipment (e.g., radio console and controls, rebooting the system, etc.).

## JOB ANALYSIS QUESTIONNAIRE

### Section XIV: Knowledge Ratings by CTOs and Dispatch Supervisors

Review each of the below listed knowledges and use the following three scales to indicate:

1. How important the knowledge is to the overall successful job performance of dispatchers in your agency (Importance Rating Scale).
2. When it is most appropriate for **new** dispatchers to develop the knowledge (When Learned Rating Scale).
3. The need for continuous in-service training (refresher training) for the knowledge for **tenured** dispatchers to maintain job proficiency (In-Service Training Rating Scale).

Rate each knowledge on all three scales before proceeding to the next item. If you indicate that a knowledge is not important for successful overall job performance (zero rating on the Importance Rating Scale) skip the other two ratings for the knowledge.

#### IMPORTANCE SCALE

How important is this knowledge to the overall successful job performance of dispatchers in your agency?

- 5 Critically Important
- 4 Very Important
- 3 Important
- 2 Of Some Importance
- 1 Of Little Importance
- 0 Not Important for Successful Job Performance

#### WHEN LEARNED

When should new dispatchers develop this knowledge, considering both training **efficiency** and **safety** to the public and field personnel?

- 0 No Formal Training Required
- 1 Classroom (Basic) Training – full development required before any job assignment
- 2 Combination of Classroom (Basic) Training and On-the-job Training
- 3 On-the-job Training – best developed on the job through formal instruction during initial assignment to job duties (no prior training required)

#### IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for **tenured** dispatchers to maintain job proficiency?

- 0 **NO**, refresher training is not required
- 1 **YES**, best handled by individual agencies in bulletins or brief in-service meetings
- 2 **YES**, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies)

Importance	When Learn	In-Service Training	Knowledge
_____	_____	_____	Knowledge of acceptable professional behavior and language (e.g., conduct, self-discipline, sexual harassment issues).
_____	_____	_____	Knowledge of basic employee rights
_____	_____	_____	Knowledge of local area geography
_____	_____	_____	Knowledge of basic principles and procedures for effective teamwork within a communications center
_____	_____	_____	Knowledge of basic safety rules, regulations, and procedures
_____	_____	_____	Knowledge of Emergency Operations Plan
_____	_____	_____	Knowledge of the National Incident Management System (NIMS), the California Standardized Emergency Management System (SEMS), and the Incident Command System (ICS)
_____	_____	_____	Knowledge of general procedures and activation criteria for local emergency operations centers
_____	_____	_____	Knowledge of the legal requirements for responding to both landline and cellular 9-1-1 calls.

## JOB ANALYSIS QUESTIONNAIRE

### Section XIV: Knowledge Ratings by CTOs and Dispatch Supervisors *cont'd*

Review each of the below listed knowledges and use the following three scales to indicate:

1. How important the knowledge is to the overall successful job performance of dispatchers in your agency (Importance Rating Scale).
2. When it is most appropriate for **new** dispatchers to develop the knowledge (When Learned Rating Scale).
3. The need for continuous in-service training (refresher training) for the knowledge for **tenured** dispatchers to maintain job proficiency (In-Service Training Rating Scale).

Rate each knowledge on all three scales before proceeding to the next item. If you indicate that a knowledge is not important for successful overall job performance (zero rating on the Importance Rating Scale) skip the other two ratings for the knowledge.

#### IMPORTANCE SCALE

How important is this knowledge to the overall successful job performance of dispatchers in your agency?

- 5 Critically Important
- 4 Very Important
- 3 Important
- 2 Of Some Importance
- 1 Of Little Importance
- 0 Not Important for Successful Job Performance

#### WHEN LEARNED

When should new dispatchers develop this knowledge, considering both training **efficiency** and **safety** to the public and field personnel?

- 0 No Formal Training Required
- 1 Classroom (Basic) Training – full development required before any job assignment
- 2 Combination of Classroom (Basic) Training and On-the-job Training
- 3 On-the-job Training – best developed on the job through formal instruction during initial assignment to job duties (no prior training required)

#### IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for **tenured** dispatchers to maintain job proficiency?

- 0 **NO**, refresher training is not required
- 1 **YES**, best handled by individual agencies in bulletins or brief in-service meetings
- 2 **YES**, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies)

Importance	When Learned	In-Service Training	Knowledge
_____	_____	_____	Knowledge of contemporary street language (e.g., slang, drug terms, etc.).
_____	_____	_____	Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VoIP, etc.)
_____	_____	_____	Knowledge of procedures and requirements for notifying California agencies and/or the public regarding an emergency or need for service (e.g., Amber Alert)
_____	_____	_____	Knowledge of the functions and operations of dispatching and computer support equipment (e.g., radio console and controls, rebooting the system, etc.).

## JOB ANALYSIS QUESTIONNAIRE

### Section XIV: Knowledge Ratings by CTOs and Dispatch Supervisors *cont'd*

For each of the listed knowledges, use the below rating scale to indicate the LEVEL of knowledge that dispatchers should attain in basic (classroom) training prior to any job assignment or on-the-job training.

#### "KNOWLEDGE LEVEL" SCALE

What level of knowledge is most appropriate for development in basic (classroom) training for entry-level dispatchers prior to any job assignment or on-the-job training?

- 0 Not applicable:** knowledge not required to perform the job/not appropriate for basic (classroom) training prior to job assignment or on-the-job training
- 1 Recognition:** knowledge sufficient to identify or define terminology, specific facts, methods, procedures, and principles
- 2 Comprehension:** knowledge sufficient to explain, summarize, translate, or interpret information when presented
- 3 Application:** knowledge sufficient to correctly apply appropriate principles, procedures, techniques, etc.

Knowledge Level	Knowledge
_____	Knowledge of acceptable professional behavior and language (e.g., conduct, self-discipline, sexual harassment issues).
_____	Knowledge of basic employee rights
_____	Knowledge of local area geography
_____	Knowledge of basic principles and procedures for effective teamwork within a communications center
_____	Knowledge of basic safety rules, regulations, and procedures
_____	Knowledge of Emergency Operations Plan
_____	Knowledge of the National Incident Management System (NIMS), the California Standardized Emergency Management System (SEMS), and the Incident Command System (ICS).
_____	Knowledge of general procedures and activation criteria for local emergency operations centers
_____	Knowledge of the legal requirements for responding to both landline and cellular 9-1-1 calls.
_____	Knowledge of contemporary street language (e.g., slang, drug terms, etc.).
_____	Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VoIP, etc.).
_____	Knowledge of procedures and requirements for notifying California agencies and/or the public regarding an emergency or need for service (e.g., Amber Alert).
_____	Knowledge of the functions and operations of dispatching and computer support equipment (e.g., radio console and controls, rebooting the system, etc.).
_____	Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VoIP, etc.).

## JOB ANALYSIS QUESTIONNAIRE

### Section XV: Skill Ratings by Dispatchers

Use the below Importance Rating Scale to indicate the importance of each of the listed skills to the performance of your job duties.

#### IMPORTANCE SCALE

How important is this skill to the overall successful job performance of your job duties?

- 5 Critically Important
- 4 Very Important
- 3 Important
- 2 Of Some Importance
- 1 Of Little Importance
- 0 Not Important for Successful Job Performance

Importance	Skill
_____	Skill in accurately completing forms and reports.
_____	Skill in summarizing incidents in writing using appropriate language, spelling, and agency-specific abbreviations.
_____	Skill in use keyboards and other input devices.
_____	Skill in accurately recording names and other personal information, including applying cultural conventions.
_____	Skill in reading and understanding electronic messages (CLETS, teletypes, etc.).
_____	Skill in communicating using specialized operations terminology (SWAT, Mobile Field Force, etc.).
_____	Skill in positively and effectively communicating with coworkers, supervisors, and work teams.
_____	Skill in records management using CAD and other database systems.

## JOB ANALYSIS QUESTIONNAIRE

### Section XVI: Skill Ratings by CTOs and Dispatch Supervisors

Review each of the below listed skills and use the following three scales to indicate:

1. How important the skill is to the overall successful job performance of dispatchers in your agency (Importance Rating Scale).
2. When it is most appropriate for **new** dispatchers to develop the skill (When Learned Rating Scale).
3. The need for continuous in-service training (refresher training) for the skill for **tenured** dispatchers to maintain job proficiency (In-Service Training Rating Scale).

Rate each skill on all three scales before proceeding to the next item. If you indicate that a skill is not important for successful overall job performance (zero rating on the Importance Rating Scale) skip the other two ratings for the skill.

#### IMPORTANCE SCALE

How important is this skill to the overall successful job performance of dispatchers in your agency?

- 5 Critically Important
- 4 Very Important
- 3 Important
- 2 Of Some Importance
- 1 Of Little Importance
- 0 Not Important for Successful Job Performance

#### WHEN LEARNED

When should new dispatchers develop this skill, considering both training **efficiency** and **safety** to the public and field personnel?

- 0 No Formal Training Required
- 1 Classroom (Basic) Training – full development required before any job assignment
- 2 Combination of Classroom (Basic) Training and On-the-job Training
- 3 On-the-job Training – best developed on the job through formal instruction during initial assignment to job duties (no prior training required)

#### IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this skill for **tenured** dispatchers to maintain job proficiency?

- 0 **NO**, refresher training is not required
- 1 **YES**, best handled by individual agencies in bulletins or brief in-service meetings
- 2 **YES**, requires formal classroom instruction and assessment of dispatcher skill (by regional centers or local agencies)

Importance	When Learn	In-Service Training	Skill
_____	_____	_____	Skill in accurately completing forms and reports.
_____	_____	_____	Skill in summarizing incidents in writing using appropriate language, spelling, and agency-specific abbreviations.
_____	_____	_____	Skill in use keyboards and other input devices
_____	_____	_____	Skill in accurately recording names and other personal information, including applying cultural conventions.
_____	_____	_____	Skill in reading and understanding electronic messages (CLETS, teletypes, etc.)
_____	_____	_____	Skill in communicating using specialized operations terminology (SWAT, Mobile Field Force, etc.)
_____	_____	_____	Skill in positively and effectively communicating with coworkers, supervisors, and work teams.
_____	_____	_____	Skill in records management using CAD and other database systems.



## JOB ANALYSIS QUESTIONNAIRE

### Section XVI: Skill Ratings by CTOs and Dispatch Supervisors *cont'd*

For each of the listed skills, use the below rating scale to indicate the skill LEVEL that dispatchers should attain in basic (classroom) training prior to any job assignment or on-the-job training.

#### “SKILL LEVEL” SCALE

What level of skill is most appropriate for development in basic (classroom) training for entry-level dispatchers prior to any job assignment or on-the-job training?

- 0 Not applicable:** skill not required to perform the job/not appropriate for basic (classroom) training prior to job assignment or on-the-job training.
- 1 Low Level:** a fundamental proficiency enabling performance in the most routine and simple situations.
- 2 Moderate Level:** a proficiency sufficient for competent performance in a fairly wide range of situations.
- 3 High Level:** an advanced level of proficiency sufficient to perform in new, complex and difficult situations.

Skill Level	Skill
_____	Skill in accurately completing forms and reports.
_____	Skill in summarizing incidents in writing using appropriate language, spelling, and agency-specific abbreviations.
_____	Skill in use keyboards and other input devices
_____	Skill in accurately recording names and other personal information, including applying cultural conventions.
_____	Skill in reading and understanding electronic messages (CLETS, teletypes, etc.)
_____	Skill in communicating using specialized operations terminology (SWAT, Mobile Field Force, etc.)
_____	Skill in positively and effectively communicating with coworkers, supervisors, and work teams.
_____	Skill in records management using CAD and other database systems.

## JOB ANALYSIS QUESTIONNAIRE

### Section XVII: KSAT Linkage Ratings by All Workshop Participants

Shown below are the major duty areas that make up the dispatcher job. Each duty area consists of a number of "core" job tasks. Please review these duty areas carefully and note that they are labeled A through R.

- A. Receiving Complaints & Requests for Services
- B. Communicating with Difficult Callers
- C. Obtaining Complaint-Dispatching Information
- D. Evaluating and Summarizing Complaint-Dispatching Information
- E. Processing Complaint-Dispatching Information
- F. Advising the Public
- G. Providing Information to the Public & Other Agencies
- H. Monitoring Radio and Emergency Systems
- I. Keeping Track of Field Units and Complaints/Incidents
- J. Dispatching Field Units
- K. Contacting Other Agencies
- L. Providing Information to Field Units
- M. Querying Data Bases
- N. Recordkeeping
- O. Maintaining Resource Materials
- P. Testifying in Court
- Q. Performing Office Duties
- R. Providing Training

Use the below criterion to "link" each of the listed KSATS to a minimum of three duty areas. Record your "linkages" by writing the letters corresponding to the "linked" duty areas in the spaces provided. If a KSAT is not required to perform the dispatcher job in your agency, check (✓) the box to the immediate left of the KSAT and go to the next KSAT. If the KSAT is part of the job, but does not meet the criterion for being "linked" to any job duty, leave the spaces for recording your "linkages" blank.

**Criterion for "linking" KSAT to job duties: The KSAT plays a significant role in the performance of the job duty and is essential for successful performance. Without the KSAT, successful performance of the job duty would be impossible, resulting in unsatisfactory job performance.**

"Linked" Job Duties			KSAT
___	___	___	<input type="checkbox"/> Knowledge of acceptable professional behavior and language (e.g., conduct, self-discipline, sexual harassment issues).
___	___	___	<input type="checkbox"/> Knowledge of basic employee rights.
___	___	___	<input type="checkbox"/> Knowledge of local area geography.
___	___	___	<input type="checkbox"/> Knowledge of basic principles and procedures for effective teamwork within a communications center.
___	___	___	<input type="checkbox"/> Knowledge of basic safety rules, regulations, and procedures.
___	___	___	<input type="checkbox"/> Knowledge of Emergency Operations Plan.
___	___	___	<input type="checkbox"/> Knowledge of the National Incident Management System (NIMS), the California Standardized Emergency Management System (SEMS), and the Incident Command System (ICS).
___	___	___	<input type="checkbox"/> Knowledge of general procedures and activation criteria for local emergency operations centers.
___	___	___	<input type="checkbox"/> Knowledge of the legal requirements for responding to both landline and cellular 9-1-1 calls.

## JOB ANALYSIS QUESTIONNAIRE

### Section XVII: KSAT Linkage Ratings by All Workshop Participants *cont'd*

Shown below are the major duty areas that make up the dispatcher job. Each duty area consists of a number of “core” job tasks. Please review these duty areas carefully and note that they are labeled A through R.

- A. Receiving Complaints & Requests for Services
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- E. Processing Complaint-Dispatching Information
- F. Advising the Public
- G. Providing Information to the Public & Other Agencies
- H. Monitoring Radio and Emergency Systems
- I. Keeping Track of Field Units and Complaints/Incidents
- J. Dispatching Field Units
- K. Contacting Other Agencies
- L. Providing Information to Field Units
- M. Querying Data Bases
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- O. Maintaining Resource Materials
- P. Testifying in Court
- Q. Performing Office Duties
- R. Providing Training

Use the below criterion to “link” each of the listed KSATS to a minimum of three duty areas. Record your “linkages” by writing the letters corresponding to the “linked” duty areas in the spaces provided. If a KSAT is not required to perform the dispatcher job in your agency, check (✓) the box to the immediate left of the KSAT and go to the next KSAT. If the KSAT is part of the job, but does not meet the criterion for being “linked” to any job duty, leave the spaces for recording your “linkages” blank.

**Criterion for “linking” KSAT to job duties: The KSAT plays a significant role in the performance of the job duty and is essential for successful performance. Without the KSAT, successful performance of the job duty would be impossible, resulting in unsatisfactory job performance.**

“Linked” Job Duties			KSAT
—	—	—	<input type="checkbox"/> Knowledge of contemporary street language (e.g., slang, drug terms, etc.).
—	—	—	<input type="checkbox"/> Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VoIP, etc.)
—	—	—	<input type="checkbox"/> Knowledge of procedures and requirements for notifying California agencies and/or the public regarding an emergency or need for service (e.g., Amber Alert)
—	—	—	<input type="checkbox"/> Knowledge of the functions and operations of dispatching and computer support equipment (e.g., radio console and controls, rebooting the system, etc.).
—	—	—	<input type="checkbox"/> Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VoIP, etc.)
—	—	—	<input type="checkbox"/> Skill in accurately completing forms and reports.
—	—	—	<input type="checkbox"/> Skill in summarizing incidents in writing using appropriate language, spelling, and agency-specific abbreviations.

## JOB ANALYSIS QUESTIONNAIRE

### Section XVII: KSAT Linkage Ratings by All Workshop Participants *cont'd*

Shown below are the major duty areas that make up the dispatcher job. Each duty area consists of a number of "core" job tasks. Please review these duty areas carefully and note that they are labeled A through R.

- A. Receiving Complaints & Requests for Services
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- D. Evaluating and Summarizing Complaint-Dispatching Information
- E. Processing Complaint-Dispatching Information
- F. Advising the Public
- G. Providing Information to the Public & Other Agencies
- H. Monitoring Radio and Emergency Systems
- I. Keeping Track of Field Units and Complaints/Incidents
- J. Dispatching Field Units
- K. Contacting Other Agencies
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Use the below criterion to "link" each of the listed KSATS to a minimum of three duty areas. Record your "linkages" by writing the letters corresponding to the "linked" duty areas in the spaces provided. If a KSAT is not required to perform the dispatcher job in your agency, check (✓) the box to the immediate left of the KSAT and go to the next KSAT. If the KSAT is part of the job, but does not meet the criterion for being "linked" to any job duty, leave the spaces for recording your "linkages" blank.

**Criterion for "linking" KSAT to job duties: The KSAT plays a significant role in the performance of the job duty and is essential for successful performance. Without the KSAT, successful performance of the job duty would be impossible, resulting in unsatisfactory job performance.**

"Linked" Job Duties			KSAT
___	___	___	<input type="checkbox"/> Skill in use keyboards and other input devices
___	___	___	<input type="checkbox"/> Skill in accurately recording names and other personal information, including applying cultural conventions.
___	___	___	<input type="checkbox"/> Skill in reading and understanding electronic messages (CLETS, teletypes, etc.)
___	___	___	<input type="checkbox"/> Skill in communicating using specialized operations terminology (SWAT, Mobile Field Force, etc.)
___	___	___	<input type="checkbox"/> Skill in positively and effectively communicating with coworkers, supervisors, and work teams.
___	___	___	<input type="checkbox"/> Skill in records management using CAD and other database systems.

# ALL “CORE” JOB ELEMENTS & REQUIREMENTS

<b>Core Tasks within Job Activity Area:</b> By Task Clusters 1–10 . . . . .	<a href="#">A.53</a>
<b>Core Incidents:</b> By Type . . . . .	<a href="#">A.59</a>
<b>Core Equipment/Systems:</b> By Frequency of Use . . . . .	<a href="#">A.68</a>
<b>Core Resource Materials:</b> By Type . . . . .	<a href="#">A.70</a>
<b>Core Referral &amp; Mutual Aid Agencies:</b> By Type . . . . .	<a href="#">A.72</a>
<b>Core Field Personnel:</b> By Type . . . . .	<a href="#">A.75</a>
<b>Core Training Knowledges:</b> By Knowledge Areas 1–10 . . . . .	<a href="#">A.77</a>
<b>Core Training Skills:</b> By Skill Areas 1–9 . . . . .	<a href="#">A.85</a>
<b>Core Abilities Necessary Before Hire</b> . . . . .	<a href="#">A.89</a>
• Cognitive Abilities . . . . .	<a href="#">A.89</a>
• Psycho-Motor Abilities . . . . .	<a href="#">A.92</a>
• Sensory-Motor Abilities . . . . .	<a href="#">A.93</a>
<b>Core Traits Necessary Before Hire:</b> By Trait . . . . .	<a href="#">A.94</a>

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# ALL CORE JOB ELEMENTS & REQUIREMENTS

## CORE TASKS WITHIN JOB ACTIVITY AREA

### Task Cluster 1: Screening Complaints and Incidents

- 2 Receive telephone complaints and requests from the public.
- 3 Receive complaints and requests from other agencies.
- 4 Receive officer-initiated complaints (e.g., citizen flag-down, on view).
- 5 Receive requests from law enforcement field units.
- 6 Obtain initial complaint-screening information from victims, witnesses, or personnel from other agencies.
- 7 Calm emotionally upset citizen.
- 8 Handle abusive citizen (e.g., irate, rude, obscene).
- 9 Receive and handle “crank” calls.
- 10 Receive and handle nuisance calls.
- 11 Receive and handle 911 calls.
- 12 Receive and handle TDD calls (e.g., deaf caller).
- 13 Receive and handle request for assistance from non-English speaking citizen.
- 14 Receive, prioritize, and handle multiple phone calls for assistance.
- 15 Communicate with intoxicated citizen.
- 16 Communicate with mentally unstable or suicidal citizen.
- 17 Communicate with speech-impaired citizen.
- 18 Communicate with very young (juvenile) citizen.
- 19 Communicate with elderly citizen.
- 20 Evaluate initial complaint information to determine what action is necessary.
- 21 Obtain full complaint-dispatching information for crimes, traffic incidents, and other requests for law enforcement service.
- 22 Obtain full complaint-dispatching information for medical emergencies.
- 23 Obtain full complaint-dispatching information for fire emergencies.

## CORE TASKS WITHIN JOB ACTIVITY AREA

### Task Cluster 1: Screening Complaints and Incidents *cont'd*

- Task** 24 Obtain full complaint-dispatching information for safety hazards (e.g., chemical spill, power line down, flooded street).
- 26 Obtain full complaint-dispatching information from anonymous caller.
- 27 Determine appropriate agency for complaints and requests.
- 28 Classify complaint/incident by type and code (e.g., civil, criminal, etc.).
- 29 Determine dispatching priority.
- 30 Summarize incident for dispatching purposes.
- 31 Record initial complaint information (e.g., complete incident card or make log entry).
- 32 Enter complaint information into computer system.
- 33 Obtain additional information from complainants, witnesses, etc. (e.g., location, clarification, etc.).
- 34 Call to check on welfare of citizen (e.g., 911 hang up).
- 35 Transmit complaint information to radio dispatcher (e.g., by computer or telephone).
- 36 Initiate telephone number trace.
- 37 Call other agencies to obtain information. – On-the-job-training (OJT)
- A1 *Receive and handle cellular 9-1-1 calls.*
- A2 *Receive and handle Voice Over IP calls.*

### Task Cluster 2: Providing Information to the Public and Other Agencies

- Task** 38 Provide general information to the public (e.g., phone numbers, agency services).  
– OJT Refresher
- 39 Refer or transfer caller to appropriate department or agency. – OJT Refresher
- 40 Explain departmental procedures and policies to the public.
- 41 Explain legal processes and procedures to the public.
- 42 Explain civil processes to the public.
- 43 Advise citizens of the status of their complaint/incident. – OJT
- 44 Advise citizens of actions to take during emergency crime situations.
- 45 Advise citizens of actions to take during non-emergency crime situations.
- 46 Advise citizens of actions to take in traffic collision.



### CORE TASKS WITHIN JOB ACTIVITY AREA

- Task** 48 Advise citizens of actions to take in routine (non-emergency, miscellaneous) situations.
- 49 Advise citizens of actions to take during fire emergency.
- 50 Advise citizens of actions to take in hazardous situations (e.g., chemical spill, severe weather).
- 51 Advise citizens of crime prevention techniques.
- 52 Determine what information, if any, should be provided to requester (verify “right to know”).
- 53 Provide requested information to other departments and agencies.
- 54 Provide information to the news media.
- 55 Notify other departments or agencies of an emergency or need for service.
- 56 Notify parents, relatives, etc., of those involved in incidents. – OJT Refresher
- 57 Testify in court.
- A3 *Advise citizens regarding crime reporting via internet.*
- A4 *Participate in community outreach efforts (e.g., Neighborhood Watch, Citizen Academy, hospital-based classes, 911 for Kids, etc.).*
- A5 *Initiate public notification systems (e.g., Reverse 911, Amber Alert).*

### Task Cluster 3: Monitoring Field Units and Emergency Systems

- Task** 58 Monitor and respond to radio transmissions from law enforcement field units.
- 60 Monitor and respond to fire department radio transmissions.
- 62 Monitor and respond to other public service radio transmissions.
- 65 Monitor and respond to alarm systems.
- 67 Monitor and respond to teletype messages (e.g., NCIC, CLETS).
- 68 Monitor pending complaints and incidents.
- 69 Record and update status of field units and incidents.
- 71 Monitor, coordinate, and update status information for multiple field units and incidents.
- 72 Contact law enforcement field units by radio to check on status.

## CORE TASKS WITHIN JOB ACTIVITY AREA

### Task Cluster 4: Dispatching Personnel and Resources

- Task** 75 Determine appropriate personnel and resources to dispatch to incidents.
- 76 Dispatch by voice-initiated radio transmissions and/or car computer systems.
- 78 Dispatch patrol officer(s) to calls-for-service.
- 79 Dispatch specialized law enforcement unit(s) to calls-for-service (e.g., SWAT, canine, investigators).
- 80 Dispatch fire fighter(s) to calls-for-service.
- 81 Dispatch emergency medical unit(s) or ambulance to calls-for-service.
- 82 Dispatch other public service unit(s) to calls for service (e.g., utilities, traffic signals, trees).
- 83 Contact other agencies to request assistance.
- 84 Coordinate mutual aid agency response.
- 85 Direct and coordinate response of multiple field units (from communications center or field location).
- 86 Broadcast all points bulletins.
- 87 Transmit emergency bulletins by teletype or computer.
- 90 Call towing service. – OJT
- 91 Give street directions. – OJT

### Task Cluster 5: Providing Information to Field Units

- Task** 92 Use resource materials to obtain specific requested information for field units (e.g., codes, criss-cross directory, telephone numbers).
- 93 Provide requested information to law enforcement field units.
- 94 Broadcast officer safety and/or mutual aid information (e.g., incidents in adjoining jurisdictions).
- 95 Coordinate communications between field units.
- 96 Advise field units of updated information regarding an incident.
- 97 Query data base for vehicle license, registration, and stolen vehicle information.
- 98 Query data base for criminal history information (e.g., state, local).
- 99 Query data base for driver's license information.

CORE TASKS WITHIN JOB ACTIVITY AREA

- 100 Query data base for information regarding wants and warrants.
- 101 Query data base for stolen property information.
- 102 Query data base for gun information.
- 103 Query specialized data bases (e.g., information regarding locations, suspects, court orders, hazards, etc.).
- A6 *Establish field perimeters using mapping systems.*

**Task Cluster 6: Reporting and Recordkeeping**

- Task** 108 Complete ALI routing sheet (911 distribution correction form). – OJT
- 114 Document equipment malfunctions. – OJT
- 115 Enter or update information in computer data base (e.g., stolen vehicle, property, etc.).
- 116 Issue case and/or traffic collision numbers. – OJT
- 125 Maintain maps and cross-street directories. – OJT
- 127 Maintain resource materials in the communications center. – OJT Refresher
- 128 Maintain towing agency rotation log. – OJT
- 132 Prepare or update procedure manuals. – OJT Refresher
- 137 Review documents and materials to prepare to testify in court. – OJT Refresher
- 138 Take notes on information received by computer or teletype. – OJT Refresher
- 139 Take notes on information received verbally (e.g., by radio or telephone).
- 143 Input information received verbally. – OJT Refresher
- 144 Write intra-department memos. – OJT

**Task Cluster 7: Faculty Operations**

- Task** 145 Answer and route routine business calls. – OJT Refresher
- 146 Attend in-service training sessions.
- 147 Attend squad meetings/communications briefings.
- 148 Brief oncoming dispatcher of previous shift activities. – OJT
- 150 Conduct tours of the facility. – OJT
- 154 Maintain status board showing the location of personnel and officers. – OJT

## CORE TASKS WITHIN JOB ACTIVITY AREA

### Task Cluster 7: Faculty Operations *cont'd*

- Task** 155 Maintain the cleanliness and order of the communications center. – OJT
- 157 Monitor and control station/facility security system (e.g., alarms, sallyport doors, etc.). – OJT
- 159 Page employees. – OJT
- 160 Perform general office assistance assignments. – OJT
- 161 Replace paper, ribbons, etc., in office equipment. – OJT
- 162 Restart computer system(s). – OJT Refresher
- A7 *Coordinate hand-over/receipt of communications operations to/from allied agencies in the event of system failure.*

### Task Cluster 8: Training

- Task** 166 Provide on-the-job training to new dispatchers.
- 167 Provide classroom training to dispatchers and other personnel.
- 170 Explain and demonstrate complaint/dispatching procedures to public safety personnel. – OJT

### CORE INCIDENTS

#### Incident by Type

- 1 Abandoned vehicle
- 2 Abuse to animals
- 3 Accident involving hazardous material (e.g., chemicals)
- 4 Activated alarm
- 5 Administrative detail (e.g., court, vehicle service, transport) – OJT
- 6 Air and water pollution
- 7 Aircraft in distress
- 8 Aircraft accident
- 12 Alarm – burglary
- 13 Alarm – fire
- 14 Alarm – medical
- 15 Alarm – panic
- 16 Alarm – robbery
- 17 Alarm – vehicle
- 18 Alcohol violation – consumption, sales, possession
- 19 Ambulance needed
- 20 Animal bite
- 21 Animal control violation – OJT
- 22 Arson
- 23 Assault
- 24 Assault with a deadly weapon
- 25 Attempt to locate (e.g., persons or property)
- 26 Attempted murder
- 27 Auto-train accident
- 28 Bad check (e.g., insufficient funds)
- 29 Barricaded suspect
- 30 Battery

**"CORE" INCIDENTS**

**Incident by Type** *cont'd*

- 31 Bicycle theft
- 32 Boat accident/distress
- 34 Bomb threat
- 35 Bombing
- 37 Brandishing weapon
- 40 Burglary – commercial
- 41 Burglary – residential
- 42 Burglary – vehicle
- 43 Burning violation
- 44 Bus hijacking
- 45 Business dispute (e.g., unsatisfactory service, billing dispute)
- 46 Business or peddler license violation (OJT)
- 47 Child abuse
- 48 Child custody – civil or criminal
- 49 Child molesting
- 50 Child neglect
- 51 Citizen flag-down (e.g., on-site)
- 52 Citizen holding suspect(s)
- 53 Citizen locked out of building or vehicle (OJT)
- 54 Civil demonstration
- 55 Civil dispute
- 56 Civil rights violation
- 57 Complaint against public safety personnel
- 58 Complaint regarding public safety service
- 59 Concealed weapon
- 60 Concerned party request for check on welfare of citizen
- 61 Confidence games (e.g., Lottery Scam, Jamaican Switch, etc.)

### CORE INCIDENTS

#### Incident by Type *cont'd*

- 62 Conspiracy to commit a crime
- 63 Contributing to the delinquency of a minor
- 64 Counterfeit money
- 65 Court orders (e.g., violations, service, enforcement)
- 66 Credit card theft or misuse
- 68 Crowd or mob
- 69 Curfew violation (OJT)
- 70 Dangerous animal
- 72 Dead body (excluding homicide)
- 73 Death notification
- 74 Deceptive business practice (OJT)
- 75 Defrauding an innkeeper
- 76 Desertion or AWOL from military
- 77 Disturbance – fight (verbal or physical)
- 78 Disturbance – juveniles
- 79 Disturbance – neighbor
- 80 Disturbance – noise (e.g., music, barking dog)
- 81 Disturbance – party
- 82 Domestic violence
- 83 Downed wires
- 84 Drowning
- 85 Drug overdose
- 86 Drunk driver
- 87 Drunk in public area
- 88 Dumping violation
- 89 Natural disasters (e.g., earthquake, landslides, floods, tornado, tsunami, wildfires, etc.)
- 90 Elderly abuse or neglect

## CORE INCIDENTS

### Incident by Type *cont'd*

- 91     Embezzlement
- 92     Escaped prisoner – in the field
- 93     Escaped prisoner – jail, prison, or holding facility
- 94     Explosion
- 95     Explosives – found or suspected
- 96     Explosives – unlawful possession or use
- 97     Extortion
- 98     False reporting of an emergency (misuse of 911)
- 100    Fire – brush, misc. outdoor
- 101    Fire – structure
- 102    Fire – vehicle
- 103    Fireworks violation
- 104    Fish and game violation
- 106    Follow-up investigation – OJT
- 107    Forgery
- 108    Found child/adult
- 109    Found property
- 110    Fraud
- 111    Fugitive/wanted person reported to be at a location
- 112    Gambling
- 113    Gang activity
- 114    Harassment (in person, internet, text messages, phone, etc.)
- 115    Hazard to public
- 116    Hearing-impaired caller
- 117    Hit and run (e.g., property, persons)
- 118    Homeless person(s) – OJT Refresher
- 119    Homicide



### CORE INCIDENTS

#### Incident by Type *cont'd*

- 120 Hostage situation
- 121 Illegal alien
- 122 Illegal firearm
- 123 Illegal weapon other than firearm
- 124 Impersonating an officer or other official
- 125 Incomplete telephone call for help
- 126 Incurable juvenile
- 127 Indecent exposure
- 128 Industrial accident
- 129 Injured animal (OJT)
- 130 Invalid or elderly person needing assistance
- 131 Jail incident
- 132 Keep the peace
- 133 Kidnapping (including parental abduction)
- 134 Labor-management dispute
- 135 Landlord-tenant dispute
- 136 Lewd and lascivious conduct
- 137 Liquor law violations
- 138 Littering (OJT)
- 140 Livestock incidents (e.g., strays, animals on roadway, etc.) (OJT)
- 141 Loitering (OJT)
- 142 Lost child
- 143 Lost property (OJT)
- 144 Low flying aircraft
- 145 Medical emergency – law enforcement assistance needed
- 146 Medical emergency – no law enforcement assistance needed
- 147 Mentally ill person

## CORE INCIDENTS

### Incident by Type *cont'd*

- 148 Misconduct of a public official
- 149 Missing elderly
- 150 Missing officer
- 151 Missing person
- 152 Missing/runaway juvenile
- 153 Narcotics violation – use, sales, or possession
- 154 Non-English speaking caller
- 155 Obscene, harassing, or threatening phone calls
- 156 Obstructing highway or passageway
- 157 Officer needs help – emergency
- 158 Officer request for assistance – routine
- 159 Other public agencies needing assistance (e.g., allied agencies, Health Department, Probation)
- 160 Other public safety personnel needing assistance
- 161 Panhandling – OJT Refresher
- 162 Parking violation – OJT
- 163 Parole or probation violation
- 164 Patrol or vacation check (e.g., extra patrol request) – OJT
- 165 Person with gun
- 166 Pornographic material
- 167 Possession of stolen property
- 168 Postal law violation
- 169 Prostitution
- 170 Prowler
- 171 Public nuisance
- 172 Purse snatch
- 173 Pursuit – foot
- 174 Pursuit – vehicle

CORE INCIDENTS

**Incident by Type** *cont'd*

175	Racing/speeding motor vehicle
176	Rape
177	Receiving stolen property
178	Reckless driving
179	Recovered aircraft
180	Recovered boat
181	Recovered vehicle
182	Recovered stolen property
183	Repossession dispute
184	Request for copy of crime or traffic report – OJT
185	Resisting arrest
186	Riot
187	Robbery (excluding bank)
188	Robbery – bank
189	Ruptured water line – OJT Refresher
190	Ruptured gas line
191	Safety hazard
192	Sexual assault
193	Shooting into dwelling, vehicle, or aircraft
194	Shoplifting
195	Shots heard
196	Smoke report
198	Sniper
199	Stolen aircraft or aircraft parts
200	Stranded motorist
201	Suicide or attempted suicide
202	Surveillance

## CORE INCIDENTS

### Incident by Type *cont'd*

- 205 Suspicious circumstances or object
- 206 Suspicious person
- 207 Suspicious vehicle
- 208 Tampering – auto
- 209 Tampering – equipment
- 210 Tampering – food or drugs
- 211 Terrorist threat
- 212 Theft – felony
- 213 Theft – misdemeanor
- 214 Threats against person
- 215 Throwing or launching objects at moving vehicles
- 216 Traffic collision – fatality
- 217 Traffic collision – injury
- 218 Traffic collision – non-injury
- 219 Traffic collision – unknown injury
- 220 Traffic congestion or control
- 221 Traffic hazard
- 222 Traffic signal malfunction
- 223 Train derailment
- 224 Train or crossing arm blocking traffic – OJT
- 225 Transient person – OJT
- 226 Trespassing
- 227 Truancy violation – OJT
- 228 Unknown trouble
- 231 Vandalism
- 232 Vehicle blocking driveway – OJT
- 234 Vehicle license tag stolen/lost – OJT

### CORE INCIDENTS

#### Incident by Type *cont'd*

- 235 Vehicle registration/title violation
- 236 Vehicle stop – felony (high risk)
- 237 Vehicle stop – routine
- 238 Vehicle theft
- 240 Warrant service
- A1 *Identity theft*
- A2 *Offenders registration issues*
- A3 *Megan’s Law inquiries*
- A4 *Internet crimes*
- A5 *Hazardous materials inquiry/incident*
- A6 *Hazardous materials disposal*
- A7 *Municipal/county/district ordinance violations*
- A8 *Health, safety, and environmental complaints (e.g., smoking, off-road vehicles, etc.)*
- A9 *Search and rescue incidents*
- A10 *Mass evacuations*
- A11 *Criminal threats*
- A12 *Stalking*
- A13 *Tarasoff threats (e.g., therapist-initiated mandatory reporting)*
- A14 *Amber Alert*
- A15 *Wildlife encroachment incidents (mountain lions, bear, raccoons, skunks, coyotes, snakes, sea lions)*
- A16 *OnStar and similar reporting devices*

## CORE EQUIPMENT/SYSTEMS

### By Frequency of Use

10	Computer terminal and keyboard
41	Telephone
61	DMV (Department of Motor Vehicles) system
32	Radio console and controls
60	CLETS (California Law Enforcement Telecommunication System)
2	911 telephone equipment (ANI, ALI, printers)
7	Centrex telephone
44	Telephone transfer system
63	NCIC (National Crime Information Center) system
65	Local computer information systems
9	Computer printer
36	Security systems (e.g., video camera/monitor, key card system)
59	CJIS (Criminal Justice Information System)
23	Microphone
55	City radio system(s)
17	Headset
45	Teletype
12	Facility security system
18	Intercom
64	NLETS (National Law Enforcement Telecommunication System)
33	Radio frequency scanner
3	Alarm monitor
27	Pager system
58	CII (Criminal Identification & Investigation) system
1	Phone Call and Radio Transmission Recorder
28	Photocopier/FAX/Scanners
16	Handset

### CORE EQUIPMENT/SYSTEMS

#### By Frequency of Use *cont'd*

62	LEDS (Law Enforcement Data System)
46	Time stamp machine
38	Call/Radio playback machine
51	CLEMARS (California Law Enforcement Mutual Aid Radio System)
40	TDD (Telecommunications Device for the Deaf)
11	Emergency power supply (generator, uninterruptible power)
A1	<i>Computer-Based Telephone Systems</i>
A2	<i>Records Management Systems</i>
A3	<i>Internet</i>
A4	<i>Broadcast Television</i>
A5	<i>Mapping Systems</i>
A6	<i>Portable Radios</i>
A7	<i>CD/DVD Equipment</i>
A8	<i>Electronic Tracking Devices (e.g., 3SI, ETS, PRONET, etc.)</i>
A9	<i>Vehicle Locating Systems (e.g., LoJack)</i>
A10	<i>VIN Assist</i>
A11	<i>PSAP Transfer Equipment</i>
A12	<i>Card Back-Up Systems</i>

## CORE RESOURCE MATERIALS

### Resource by Type

- 1 After hours "call out" directory (e.g., detectives, city crews, etc.)
- 7 Department bulletins
- 8 Department or division policy and procedure manuals
- 9 Department or division rules, regulations, and general orders
- 10 Directories (e.g., names, addresses, phone numbers, Special Needs Individuals, Elderly Residents, Community Resources, criss-cross)
- 12 Emergency notification cards
- 13 Extensive lists (e.g., serial numbers, codes, descriptions)
- 14 Equipment operator's manuals
- 17 Hazardous materials manuals (e.g., DOT, Material Safety Data Sheet, etc.)
- 18 Incoming correspondence
- 19 Interoffice memos
- 20 Mutual aid resource guide
- 21 Radio codes (incident type codes)
- 22 Shift activity reports
- 23 Street lists (e.g., cross-streets, map coordinates, master street address guide)
- 24 Street maps
- 25 Telecommunication system manuals (e.g., CJIS, NCIC, etc.)
- 26 Teletype messages
- 28 Training bulletins
- 30 Wanted bulletins (e.g., APB's, IB's)
- 31 Weather forecasts and bulletins
- 35 Business and Profession Code
- 37 City/County Ordinances
- 44 Health and Safety Code
- 46 Municipal Code
- 47 Penal Code



### CORE RESOURCE MATERIALS

#### Resource by Type *cont'd*

- 50 Vehicle Code
- 51 Welfare and Institutions Code
- A1 *NATB Manuals*
- A2 *Internet-Based Resources (e.g., White Page.com, mapping programs, etc.)*
- A3 *Premises Maps, Diagrams, and Floorplans*
- A4 *Hazardous Materials Location Index*
- A5 *Restraining Order/Court Order Files*
- A6 *Emergency Operations Plan*

## CORE REFERRAL & MUTUAL AID AGENCIES

### Agency by Type

- 3 Alarm company
- 4 Alcohol and drug abuse center
- 5 Animal Control
- 6 Battered women's shelter
- 9 Campus police/security
- 11 Child Protective Services
- 12 City personnel offices
- 16 County Coroner
- 17 County jail
- 20 County Probation Department
- 22 County Social Services/Welfare Department
- 23 District Attorney
- 24 Electric utility company
- 25 Emergency housing
- 26 Emergency medical service
- 28 Fire department
- 31 Gas company
- 33 Hospital
- 34 Hospital police/security
- 36 Humane Society/SPCA
- 38 Language Translation Service
- 39 Maintenance department (county, city)
- 40 Mental health treatment facility
- 42 Parking enforcement
- 43 Poison control
- 44 Police department
- 47 Public works department (e.g., water, sewer, traffic signals)

### CORE REFERRAL & MUTUAL AID AGENCIES

#### Agency by Type *cont'd*

50	Sheriff's department
51	Street maintenance
52	TDD Translation Service (California Relay Service)
53	Telephone company
54	Towing service
56	Victim's assistance agencies (e.g., Red Cross, crime victim's assistance)
57	Water company
59	CALTRANS
65	Department of Motor Vehicles (DMV)
68	Highway Patrol
70	Parks and Recreation Department
88	Federal Bureau of Investigation (FBI)
A1	<i>Military bases</i>
A2	<i>Court systems</i>
A3	<i>Adult Protective Services</i>
A4	<i>State/National Parks</i>
A5	<i>County civil divisions</i>
A6	<i>Wildlife rescue</i>
A7	<i>Airport security agencies</i>
A8	<i>Department of Fish and Game</i>
A9	<i>California Department of Corrections and Rehabilitation</i>
A10	<i>Immigration and Customs Enforcement (ICE)</i>
A11	<i>Graffiti abatement agencies</i>
A12	<i>Railroads</i>
A13	<i>Department of Justice (DOJ)</i>
A14	<i>U.S. Marshals</i>
A15	<i>Transit agencies</i>

## CORE REFERRAL & MUTUAL AID AGENCIES

### Agency by Type *cont'd*

- A16 *Drug Enforcement Administration*
- A17 *Alcoholic Beverage Control (ABC)*
- A18 *Bomb squads*
- A19 *ATFE*
- A20 *Chaplaincy*
- A21 *NTSB/FAA*
- A22 *Crime-specific task forces*
- A23 *Media*

### CORE FIELD PERSONNEL

#### Personnel by Type

- 1 Ambulance/emergency medical unit
- 2 Animal control
- 3 Bomb disposal
- 4 Canine unit
6. Community service officer/Police service technician (e.g., take reports)
- 7 Coroner
- 8 Crime scene investigator (e.g., ID technician, lab technician, blood technician)
- 9 Detectives
- 10 District Attorney
- 12 Federal agents (e.g., FBI, DEA, ATFE, U.S. Marshals, etc.)
- 13 Fire department personnel
- 14 Fish and Game officers
- 17 Hazardous materials disposal
- 18 Air Support (e.g., patrol helicopters and fixed-wing aircraft, medical emergency resources, etc.)
- 22 Medical personnel
- 23 Narcotics/vice
- 24 Park rangers (state and county)
- 25 Parking control
- 26 Parole officers
- 27 Patrol officers
- 28 Probation officers
- 29 Public works personnel (e.g., utilities, sewer, traffic signals, trees, etc.)
- 30 Reserve officers
- 33 Specialized law enforcement units (multi-jurisdictional)
- 34 SWAT
- 35 Traffic enforcement officers

CORE FIELD PERSONNEL

**Personnel by Type** *cont'd*

- A1     *Cadets*
- A2     *Mental health personnel*
- A3     *Welfare fraud investigators*
- A4     *Volunteers*
- A5     *School police and security personnel*
- A6     *Crisis Intervention Team*
- A7     *Hostage negotiators*
- A8     *Civil units*
- A9     *Social service agencies*
- A10    *Code compliance officers*
- A11    *School officials*
- A12    *Search and rescue*

### CORE TRAINING KNOWLEDGES

#### Knowledge Area 1: Work Environment and Conduct

- 1 Knowledge of basic law enforcement terminology, jargon and codes.
- 2 Knowledge of basic medical (EMS) complaint/dispatching terminology, as applicable in a law enforcement environment.
- 3 Knowledge of basic fire complaint/dispatching terminology, as applicable in a law enforcement environment.
- 4 Knowledge of the functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison).
- 5 Knowledge of basic medical (EMS) complaint/dispatching functions within the law enforcement system.
- 6 Knowledge of basic fire complaint/dispatching functions within the law enforcement system.
- 7 Knowledge of the responsibilities and the functions of the communication center.
- 8 Knowledge of the general role of police/sheriffs, prosecutors, courts, corrections (e.g., probation, parole), and dispatchers within the criminal justice system.
- 9 Knowledge of acceptable professional behavior and language (e.g., conduct, self-discipline, sexual harassment issues).
- 10 Knowledge of acceptable ethical job behavior (e.g., impartial assignment of work, use of privileged information, conflict of interest).
- 11 Knowledge of techniques and considerations for interacting with the public, co-workers, field personnel and supervisors.
- 12 Knowledge of the types and sources of stress associated with the public safety dispatcher occupation.
- 13 Knowledge of alternative strategies for coping with stress.
- 14 Knowledge of basic principles and procedures for courtroom testimony, including demeanor.
- A1 *Knowledge of basic employee rights.*
- A2 *Knowledge of local area geography.*
- A3 *Knowledge of basic principles and procedures for effective teamwork within a Communications Center.*

## CORE TRAINING KNOWLEDGES

### Knowledge Area 2: Communication Center Operations

- 15 Knowledge of the flow of work in the communication center, including various sources of complaints and requests, and how they are processed.
- 16 Knowledge of the chains of command and organizational structures.
- 17 Knowledge of agency policies and procedures as they apply to communication center operations and personnel.
- 18 Knowledge of records, reporting systems and forms commonly used in the communication center.
- 19 Knowledge of the potential for any record generated by the communication center to be used in court.
- A4 *Knowledge of basic safety rules, regulations, and procedures.*
- A5 *Knowledge of emergency operations plan.*
- A6 *Knowledge of the National Incident Management System (NIMS), the California Standardized Emergency Management System (SEMS), and the Incident Command System. (ICS)*
- A7 *Knowledge of general procedures and activation criteria for local emergency operations centers.*

### Knowledge Area 3: Law

- 20 Knowledge of what constitutes a crime.
- 21 Knowledge of the distinction between criminal and civil offenses.
- 22 Knowledge of the definitions of felony and misdemeanor crimes.
- 23 Knowledge of the various parties involved in a crime (principle, accessory, victim, witness, reporting party).
- 24 Knowledge of agency restrictions on the reporting party (e.g., who can make a report).
- 25 Knowledge of the various types of court orders, their jurisdictional limitations and enforcement procedures (e.g., warrants and temporary restraining orders).
- 26 Knowledge of the basics of evidence preservation.
- 27 Knowledge of types of liability (e.g., "vicarious liability").
- 28 Knowledge of the theory, types and consequences of negligence (e.g., punitive damages, agency disciplinary actions).
- 29 Knowledge of the general use of the Administrative Code.



### CORE TRAINING KNOWLEDGES

#### Knowledge Area 3: Law *cont'd*

- 31 Knowledge of the general use of children and family services statutes.
- 36 Knowledge of the general use of the U.S. Constitution.
- 37 Knowledge of the basic use and applications of the Alcoholic Beverage Control Act.
- 38 Knowledge of the basic use and applications of the Business and Profession Code.
- 39 Knowledge of the basic use and applications of the Civil Code.
- 40 Knowledge of the basic use and applications of the Fish and Game Code.
- 42 Knowledge of the basic use and applications of the Health and Safety Code.
- 43 Knowledge of the basic use and applications of the Penal Code.
- 44 Knowledge of the basic use and applications of the Vehicle Code.
- 45 Knowledge of the basic use and applications of the Welfare and Institutions Code.
- 46 Knowledge of the elements of specific crimes within the Penal Code.
- 47 Knowledge of the elements of specific crimes within the Vehicle Code.
- 48 Knowledge of the elements of specific crimes within the Business and Profession Code.
- 49 Knowledge of the elements of specific crimes within the Welfare and Institutions Code.
- 50 Knowledge of the elements of specific crimes within the Health and Safety Code.
- 51 Knowledge of the elements of specific violations of city and county ordinances.

#### Knowledge Area 4: Complaint-Taking

- 52 Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette.
- 53 Knowledge of procedures for determining whether to respond or refer complaints and requests-for-service.
- 54 Knowledge of the criteria used to prioritize complaints and requests-for-service (e.g., life-threatening, in-progress, property crimes, “cold” response).
- 55 Knowledge of the types and functions of 9-1-1 systems (e.g., basic, enhanced).
- 56 Knowledge of techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay).
- 57 Knowledge of the legal requirements for responding to both landline and cellular 9-1-1 calls.
- 58 Knowledge of the role of the telephone company in maintaining and updating the 9-1-1 system.

## CORE TRAINING KNOWLEDGES

### Knowledge Area 4: Complaint-Taking *cont'd*

- 59 Knowledge of 9-1-1 reporting forms and procedures (e.g., updates to information).
- 60 Knowledge of procedures for recognizing and communicating with deaf (TDD) callers.
- 61 Knowledge of procedures for recognizing and communicating with non-English speaking or limited English speaking callers.
- 62 Knowledge of procedures for recognizing and communicating with speech impaired callers.
- 63 Knowledge of procedures for recognizing and communicating with very young callers.
- 64 Knowledge of procedures for recognizing and communicating with hysterical or emotionally unstable callers.
- 65 Knowledge of procedures for recognizing and communicating with abusive, irate, or profane callers.
- 66 Knowledge of procedures for recognizing and communicating with intoxicated callers.
- 67 Knowledge of procedures for recognizing and communicating with suicidal or mentally unstable callers.
- 68 Knowledge of procedures for recognizing and communicating with elderly callers.
- 69 Knowledge of procedures for recognizing and communicating with callers using contemporary street language (e.g., slang, drug terms, etc.).
- 70 Knowledge of procedures and considerations for communicating with other agencies (e.g., use of clear text).
- 71 Knowledge of the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how).
- 72 Knowledge of additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension).
- 73 Knowledge of legal requirements for handling certain complaints (e.g., missing persons).
- A8 *Knowledge of basic telecommunications technologies and capabilities (e.g., cellular systems, VoIP, etc.).*

### Knowledge Area 5: Dissemination of Information

- 74 Knowledge of laws and restrictions for accessing and dispensing criminal history and other information obtained via telecommunication systems and other sources.
- 75 Knowledge of laws and other restrictions pertaining to the release of information regarding juveniles, sex crime victims, names of deceased, and sensitive locations and incidents.

### CORE TRAINING KNOWLEDGES

#### Knowledge Area 5: Dissemination of Information *cont'd*

- 76 Knowledge of the potential consequences of releasing unauthorized information to the public, media, and other agencies (e.g., field personnel safety, citizen safety issues).
- 77 Knowledge of agency policies and procedures for the release of information to the media (e.g., types of information to be given, personnel authority).
- 78 Knowledge of the potential consequences of giving advice to citizens (e.g., liability issues).
- 79 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency crime situations.
- 80 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency traffic incidents.
- 81 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency medical situations.
- 82 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency fire situations.
- 83 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency hazard situations.
- 84 Knowledge of procedures and guidelines for advising citizens of actions to take regarding various civil issues.
- 85 Knowledge of procedures and guidelines for advising citizens of actions to take regarding crime prevention.
- 86 Knowledge of procedures and guidelines for advising citizens of actions to take in miscellaneous non-emergency situations.
- 87 Knowledge of procedures and considerations for notifying family members and other parties (e.g., administrative, injury, death, arrest notifications).
- 88 Knowledge of the types of information that various agencies are entitled to obtain from the communication center.
- 89 Knowledge of the potential consequences of giving inaccurate or unauthorized information to other agencies.
- 90 Knowledge of procedures and requirements for notifying California agencies and/or the public regarding of an emergency or need for service (e.g., Amber Alert).
- 91 Knowledge of procedures, requirements and appropriate language for relaying information to out-of-state agencies.

## CORE TRAINING KNOWLEDGES

### Knowledge Area 6: Radio Dispatching

- 92 Knowledge of professional radio broadcasting language, rules and regulations (e.g., FCC).
- 93 Knowledge of basic radio voice techniques, including voice control and diction.
- 94 Knowledge of techniques for managing and prioritizing radio traffic.
- 95 Knowledge of procedures for making lengthy broadcasts and conserving air time.
- 96 Knowledge of local agency codes used to classify incidents and field unit status.
- 97 Knowledge of the phonetic alphabet.
- 98 Knowledge of the variety of coding systems used by different agencies.
- 99 Knowledge of the functions and operations of commonly used radio systems (e.g., CLEMARS, CLERS).
- 100 Knowledge of basic radio technology (e.g., frequencies, repeaters).
- 101 Knowledge of field resources, including the different types, their functions, and the types of incidents for which they are appropriate.
- 102 Knowledge of the appropriate types and numbers of personnel to send to various complaints and requests for service.
- 103 Knowledge of dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies).
- 104 Knowledge of the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle).
- 105 Knowledge of additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons).
- 106 Knowledge of procedures for advising field units of additional status information.
- 107 Knowledge of the types of calls that require more than one field unit to be dispatched.
- 108 Knowledge of procedures for tracking field unit status.
- 109 Knowledge of available backup resources outside the agency.
- 110 Knowledge of the types of situations that are potentially dangerous (e.g., weapons, premise history).
- 111 Knowledge of procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle).
- 112 Knowledge of procedures for coordinating the response of multiple field units.
- 113 Knowledge of circumstances that require notification of the field supervisor.

## CORE TRAINING KNOWLEDGES

### Knowledge Area 7: Law Enforcement Information Systems

- 114 Knowledge of the functions and operations of CJIS (e.g., access, input).
- 115 Knowledge of the functions and operations of CLETS (e.g., access, input).
- 116 Knowledge of the functions and operations of the DMV (AMIS, ANI) system (e.g., access, input).
- 117 Knowledge of the functions and operations of the DOJ (CII) system (e.g., access, input).
- 118 Knowledge of the functions and operations of LEDS (e.g., access, input).
- 119 Knowledge of the functions and operations of the NCIC system (e.g., access, input).
- 120 Knowledge of the functions and operations of NLETS (e.g., access, input).
- 121 Knowledge of the functions and operations of local area networks (e.g., access, input).
- 122 Knowledge of laws, rules and restrictions for accessing, disseminating and updating information in telecommunication systems, including consequences of misuse.
- 123 Knowledge of the use of manuals for telecommunication systems.

### Knowledge Area 8: Public Safety-Related Agencies

- 124 Knowledge of the purpose and principles of Mutual Aid.
- 125 Knowledge of procedures for requesting mutual aid and responding to Mutual Aid requests.
- 126 Knowledge of the various types and functions of referral agencies and the various situations for which referral agency involvement is appropriate.
- 127 Knowledge of the procedures for working with referral agencies (e.g., making notifications; referring citizens, officers, and other agencies; requesting assistance; obtaining information).

### Knowledge Area 9: Communication Equipment and Resources

- 128 Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels).
- 129 Knowledge of the functions and operations of dispatching and computer support equipment (e.g., radio console and controls, rebooting the system, etc.).
- 130 Knowledge of the functions and operations of miscellaneous communications center/ office equipment (e.g., security system, intercom, photocopier).
- 131 Knowledge of office maintenance procedures. – OJT Refresher
- 132 Knowledge of available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books).

## CORE TRAINING KNOWLEDGES

### Knowledge Area 10: Training

- 133 Knowledge of the role of the trainer in the communications environment.
- 134 Knowledge of agency policies and procedures regarding training.
- 135 Knowledge of resources and methods for the planning and preparation of training.
- 136 Knowledge of instructional techniques, including documentation methods.
- 137 Knowledge of special considerations for training in the communications environment (e.g., adult learning styles, cultural differences).
- 138 Knowledge of legal liabilities and issues pertaining to training (e.g., discrimination, sexual harassment, documentation, confidentiality, negligence, and vicarious liability).

## CORE TRAINING SKILLS

### Skill Area 1: Vocal Skills

- 1 Skill in projecting one’s voice clearly and audibly with appropriate tone, phrasing, diction and rate of speed.
- 2 Skill in maintaining vocal composure in a variety of adverse or stressful situations.

### Skill Area 2: Listening Skills

- 3 Skill in distinguishing between significant and insignificant information given orally (e.g., significant details of complaints or incidents).
- 4 Skill in identifying various speech patterns, accents and languages.
- 5 Skill in detecting and interpreting background sounds heard over the telephone or radio (e.g., shots fired, fighting).
- 6 Skill in listening while at the same time performing various tasks (e.g., while operating communications equipment).
- 7 Skill in following oral directions.

### Skill Area 3: Reporting and Recordkeeping Skills

- 8 Skill in accurately completing forms and reports.
- 9 Skill in note taking.
- 10 Skill in summarizing incidents in writing using appropriate language, spelling, and agency-specific abbreviations.
- 11 Skill in writing legibly.
- A1 *Skill in using keyboards and other input devices.*
- A2 *Skill in accurately recording names and other personal information including cultural conventions.*

### Skill Area 4: Reading Skills

- 12 Skill in reading and understanding policy and procedure manuals and memoranda.
- 13 Skill in reading and understanding operating manuals for law enforcement information systems and equipment.
- 14 Skill in reading and understanding laws, codes and ordinances.
- 15 Skill in reading and understanding warrants and court orders.
- 16 Skill in reading and understanding electronic messages (e.g., CLETS, teletypes, etc.).
- 17 Skill in reading and understanding complaint/dispatch cards or video screens.
- 18 Skill in reading and understanding various public safety-related reports.

## CORE TRAINING SKILLS

### Skill Area 5: Complaint-Taking Skills

- 19 Skill in applying telephone etiquette (e.g., courtesy, professionalism).
- 20 Skill in operating telephone equipment (including 9-1-1 equipment).
- 21 Skill in applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies.
- 22 Skill in communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf).
- 23 Skill in screening telephone calls (e.g., determining whether to refer or respond).
- 24 Skill in recognizing suspicious circumstances.
- 25 Skill in evaluating and “prioritizing” complaints, incidents and requests.
- 26 Skill in receiving and processing multiple simultaneous complaints.
- 27 Skill in providing appropriate information to the public, media and other agencies (e.g., explaining, advising, referring).
- 28 Skill in complaint-taking using CAD system equipment.

### Skill Area 6: Dispatching Skills

- 29 Skill in using radio codes.
- 30 Skill in using radio language.
- 31 Skill in using phonetic alphabet.
- 32 Skill in using common legal terms.
- 33 Skill in operating radio dispatching equipment.
- 34 Skill in broadcasting information over the radio.
- 35 Skill in using radio systems (e.g., CLEMARS).
- 36 Skill in assigning field resources.
- 37 Skill in talking while at the same time operating dispatching equipment.
- 38 Skill in maintaining several conversations at one time.
- 39 Skill in coordinating activities of multiple field units.
- 40 Skill in keeping track of multiple events occurring at the same time.
- 41 Skill in monitoring, prioritizing, responding to, and controlling radio traffic.



## CORE TRAINING SKILLS

### Skill Area 6: Dispatching Skills *cont’d*

- 42 Skill in using maps.
- 43 Skill in giving directions (e.g., travel directions).
- 44 Skill in giving instructions (e.g., citizens and sworn personnel).
- 45 Skill in dispatching using CAD system equipment.
- 46 Skill in monitoring and responding to alarm systems.
- 47 Skill in monitoring and responding to civil defense/warning systems.
- A3 *Skill in communicating using specialized operations terminology (SWAT, Mobile Field Force, etc.)*

### Skill Area 7: Telecommunication Skills

- 48. Skill in using the DOJ system.
- 49 Skill in using the CJIS system.
- 50 Skill in using the CLETS system.
- 51 Skill in using the DMV (AMIS, ANI) system.
- 52 Skill in using the LEDS system.
- 53 Skill in using the NCIC system.
- 54 Skill in using the NLETS system.
- 55 Skill in using local information systems.

### Skill Area 8: Interpersonal Skills

- 57 Skill in communicating in person with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking, deaf).
- 58 Skill in positively and effectively communicating with coworkers, supervisors, and work teams.
- 59 Skill in “active listening” (e.g. giving feedback, paraphrasing).

## CORE TRAINING SKILLS

### Skill Area 9: Administrative Skills

- 60 Skill in typing information received both orally and in written form, with speed and accuracy.
- 61 Skill in operating miscellaneous communication center equipment.
- 62 Skill in handling records (receiving, processing, accessing, retrieving, and releasing).
- 63 Skill in records management using CAD and other database systems.
- 64 Skill in performing facility maintenance duties. – OJT Refresher

## CORE ABILITIES NECESSARY BEFORE HIRE

### Cognitive Abilities: Verbal

**ORAL COMPREHENSION** – *Ability to understand spoken English words and sentences.*

**EXAMPLES** Understanding complaints, requests, and other information received orally from citizens, field personnel and other agencies; understanding briefings, instructions, and directions received orally from field personnel, supervisors and co-workers.

**WRITTEN COMPREHENSION** – *Ability to understand written sentences and paragraphs.*

**EXAMPLES** Reading and understanding written incident information (e.g., summaries), various reference materials (e.g., manuals, codes, policies and procedures), and teletype information (e.g., CLETS, NCIC).

**ORAL EXPRESSION** – *Ability to use English words or sentences in speaking so others will understand.*

**EXAMPLES** Providing information and directions orally to the public, co-workers, and field personnel; questioning callers; dispatching field personnel; explaining policies and advising citizens of actions to take in various emergency and non-emergency situations.

**WRITTEN EXPRESSION** – *Ability to use English words or sentences in writing so others will understand.*

**EXAMPLES** Recording and summarizing complaint information in writing (e.g., completing incident cards and reports); maintaining various logs; preparing information to broadcast (e.g., teletype messages, APB's); writing office communications and bulletins; dispatching field personnel via CAD system.

**FLUENCY OF IDEAS** – *Ability to produce a number of ideas about a given topic.*

**EXAMPLES** Providing alternatives to the public and field personnel (e.g., identifying alternative resources, routes of travel, etc.); coming up with alternative approaches to obtain information from a difficult caller or to keep a caller on the phone (e.g., suicide, suspect); identifying a variety of databases and other resources as needed to obtain requested information.

## CORE ABILITIES NECESSARY BEFORE HIRE

### Cognitive Abilities: Reasoning

**DEDUCTIVE REASONING** – Ability to apply general rules to specific problems to come up with logical answers and determine if an answer makes sense.

**EXAMPLES** Resolving complaints and requests for service; determining how many units to dispatch to a call (e.g., appropriate level of response); recognizing that information given by a caller is not consistent..

**INDUCTIVE REASONING** – Ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. This involves the ability to think of possible reasons why things go together.

**EXAMPLES** Judging whether a complaint or request is legitimate; determining whether a complaint is a criminal or civil matter; evaluating complaint information and determining the type of crime (e.g., robbery vs. burglary); recognizing duplicate or related calls (e.g., comparing suspect information given in separate calls).

**INFORMATION ORDERING** – Ability to correctly follow a given rule or set of rules to arrange things or actions in a certain order (such as numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations).

**EXAMPLES** Classifying and prioritizing complaints and requests; recording complaint/request information in the appropriate format; arranging information in the appropriate order for broadcasting to field personnel; reading back a teletype message in logical order.

### Cognitive Abilities: Memory

**MEMORIZATION** – Ability to remember information, such as words, numbers, pictures, and procedures. Pieces of information can be remembered separately or with other pieces of information.

**EXAMPLES** Remembering details of a recent incident or related incidents, remembering procedures for handling various types of complaints and incidents, as well as for operating communications equipment and systems; remembering various codes and abbreviations (e.g., radio, legal); remembering geographical boundaries and significant common locations.

## CORE ABILITIES NECESSARY BEFORE HIRE

### Cognitive Abilities: Perceptual

**SPEED OF CLOSURE** – Ability to quickly combine and organize segments of information into one meaningful pattern. It is not known beforehand what the pattern will be. The material may be visual or auditory.

**EXAMPLES** Evaluating initial information and quickly determining whether an incident is an emergency; receiving multiple radio transmissions in rapid succession and determining that they pertain to the same incident; taking several calls reporting different parts of the same incident and quickly combining the information to gain an overall picture of what happened.

**PERCEPTUAL SPEED** – Ability to compare letters, numbers, objects, pictures, or patterns, both quickly and accurately. Items may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.

**EXAMPLES** Quickly comparing and verifying names, locations, and descriptions received by radio, phone, or written form (e.g., checking a detainee’s description against a “wanted” list or database inquiry); quickly comparing incident information to determine if different calls are related.

**SELECTIVE ATTENTION** – Ability to concentrate on a task and not be distracted. When distraction is present, it is not part of the task being done. This ability also involves concentrating while performing a boring task.

**EXAMPLES** Taking calls and dispatching field personnel from within a noisy, distracting work environment (e.g., taking a complaint from a citizen while other phone lines are ringing, other dispatchers are receiving emergency calls, teletype messages are printing, and alarm panels are sounding); dispatching field personnel to an incident while other unrelated personnel are transmitting on the same frequency.

**TIME SHARING** – Ability to shift between two or more sources of information.

**EXAMPLES** Handling multiple calls for assistance; taking a complaint while monitoring radio traffic, teletypes, and alarm panels; coordinating the response of multiple field units to an incident or several ongoing incidents; monitoring multiple radio channels; tracking the status of field personnel while performing other duties (e.g., taking complaints or dispatching).

## CORE ABILITIES NECESSARY BEFORE HIRE

### Psycho-Motor Abilities: Manual Dexterity

**MULTILIMB COORDINATION** – Ability to coordinate movements of two or more limbs (e.g., two arms, two legs, or one leg and one arm). Two or more limbs are in motion while the individual is sitting, standing, or lying down.

**EXAMPLES** Typing with two hands; operating phone and radio equipment simultaneously; operating a radio transmitter foot pedal control while typing or operating radio console controls.

**FINGER DEXTERITY** – Ability to make skillful, coordinated, rapid movements of the fingers of one or both hands and to grasp, place, or move small objects.

**EXAMPLES** Performing keyboard operations; operating radio console equipment; operating PBX equipment.

### Psycho-Motor Abilities: Manual Speed

**RESPONSE ORIENTATION** – Ability to choose between two or more movements quickly and accurately when two or more different signals (lights, sounds, pictures, etc.) are given. This ability is concerned with the speed of the correct response with the hand, foot, etc.

**EXAMPLES** Receiving several phone and/or radio calls at once and quickly selecting and responding to the call with the highest priority; quickly switching radio channels to communicate with several different field personnel on different frequencies.

**REACTION TIME** – Ability to give one fast response to one signal (sound, light, picture, etc.) when it appears. This ability is concerned with the speed with which the movement can be started with the hand, foot, etc.

**EXAMPLES** Immediately responding to a radio transmission or telephone call; detecting and reacting to an activated alarm panel.

## CORE ABILITIES NECESSARY BEFORE HIRE

### Sensory-Motor Abilities: Vision

**NEAR VISION** – *Ability to see close environmental surroundings.*

**EXAMPLES** Reading various written materials (e.g., incident summaries, logs, directories, equipment and system manuals, policies and procedures, legal codes); reading equipment displays (e.g., telephone panel, radio control panel, teletypes, CAD screen); viewing building security video monitors.

### Sensory-Motor Abilities: Hearing

**GENERAL HEARING** – *Ability to detect and to discriminate among sounds that vary over broad ranges of pitch and/or loudness.*

**EXAMPLES** Hearing and distinguishing between different types of ring tones, alarms, warning bells, and alert tones; hearing people talking on the phone, radio or in person.

**AUDITORY ATTENTION** – *Ability to focus on a single source of auditory information in the presence of other distracting and unrelated auditory stimuli.*

**EXAMPLES** Distinguishing between different conversations on the same radio channel; hearing a caller on a phone line or radio channel with heavy static or background noise.

**SPEECH HEARING** – *Ability to hear and understand the speech of another person.*

**EXAMPLES** Includes hearing and understanding people talking in person and on the radio or phone.

## CORE TRAITS NECESSARY BEFORE HIRE

### Trait Descriptions

**TOLERANCE OF STRESS** – Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); “bounces back” from negative situations; performs duties under extreme pressure without delay.

**INTEGRITY** – Honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.

**DEPENDABILITY** – Acts responsibly and reliably in all situations; willing to accept the consequences of one’s decisions and behavior; is disciplined, thorough, accurate, and punctual.

**EMOTIONAL CONTROL** – Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations; does not become personally involved.

**TOLERANCE OF UNPLEASANT WORK ENVIRONMENT** – Accepts and is able to function effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space, rigid chain of command).

**ADAPTABILITY** – Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.

**TEAMWORK** – Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel, and personnel at other agencies in performing job duties; a “team player.”

**MATURITY** – draws upon life experiences to deal with situations; thinks before acting (e.g., not impulsive); is not easily fooled (e.g., not naive); sees value in and takes work seriously; sensible; recognizes and is not bothered by trivial negative events and circumstances.



